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ABSTRACT

This study identifies factors associated with the successful hiring of Hispanic faculty in Texas. It focuses on institutional, environmental, and recruitment factors in its examination of hiring patterns in Texas community colleges, where Hispanics continue to be severely underrepresented among faculty. College administrators and Hispanic faculty were surveyed to obtain information related to their perception of recruiting and hiring practices at their respective institutions. Six hundred surveys were mailed, and 226 responses were received, for a response rate of 38%. Since Hispanics comprised 30% of the general Texas population in 1998, this figure was used as the measure of success; colleges with Hispanic faculty representation of 30% or greater were considered successful. The 1998 Status Report prepared by the Texas Higher Education Coordinating Board documented only 10% Hispanic representation among community college faculty in Texas. The project addressed nine research questions, which include: (1) What is the effect of institutional factors; (2) What is the effect of environmental factors; and (3) What is the effect of recruitment factors on the successful institutional hiring of Hispanic faculty? Research instrument appended. (Contains 28 tables and 99 references.) (NB)

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ED 473 869

AN EXAMINATION OF FACTORS ASSOCIATED WITH THE SUCCESSFUL INSTITUTIONAL HIRING OF HISPANIC FACULTY IN TEXAS COMMUNITY COLLEGES

A Dissertation

By

SANTOS MARTINEZ, JR.

Submitted to the College of Graduate Studies
Texas A & M University- Corpus Christi
and
Texas A & M University- Kingsville
in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

August 2002

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IN TEXAS COMMUNITY COLLEGES

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ABSTRACT

An Examination of Factors Associated With The Successful Institutional Hiring Of Hispanic Faculty In Texas Community Colleges

(August 2002)

Santos Martinez, Jr., B.A., University of Corpus Christi

M.Div., Southwestern Baptist Theological Seminary

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This study identifies factors associated with the successful hiring of Hispanic faculty in Texas community colleges. Demographics and the benefits of diversity suggest that improvement in the rate of Hispanic representation among faculty would be advantageous. The study focused on "institutional", "environmental", and "recruitment" factors in examining hiring patterns in Texas community colleges where Hispanics continue to be severely underrepresented among faculty. Operational definitions for these factors included 35 measures. College administrators and Hispanic faculty were surveyed to obtain information relative to their perception of recruiting and hiring practices at their respective institutions. A total of 600 surveys were mailed and 226 responded for a total response rate of 38%.

The study compared "successful" and "unsuccessful" colleges as operationally defined. Since Hispanics comprised 30% of the general Texas population in 1998, this figure was used as the measure of success. Colleges with Hispanic faculty representation of 30% or greater were considered "successful".

Initial results were unexpected and at odds with the literature. An extended examination of the data included a univariate analysis of variance to examine the different populations to determine if there was a significant difference in the means of the groups on those measures in which "unsuccessful" colleges had previously produced higher means.

The findings support nine recommendations offered for consideration to those interested in improving the rate of Hispanic hires. The suggestions are (a) recognition of the value of Hispanic faculty perceptions, (b) development of an objective recruitment evaluation process, (c) Hispanic faculty and Hispanic institutional professional staff led recruitment efforts, (d) development of effective communication processes, (e) redistribution of Hispanic faculty, (e) provision of monetary differential for cultural relevance, (f) development of commitment to growing own faculty, (g) extending the range of partnerships and networks, and (h) provision of training on development and use of position descriptions.

DEDICATION

This dissertation is dedicated to Josie, my wife, and my sons, Joel and James. Their love, support, and encouragement enabled me to continue and ultimately complete this very demanding task. They have blessed my life and I count it a joy.

I would also dedicate this dissertation to my parents to whom I am indebted for their steadfast support. I am grateful for the opportunity to have my dad witness the completion of this journey. My mother would have been proud. In dedicating this work to my parents, I also recognize the critical role of the family of origin.

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CHAPTER I

Introduction

Indications are that the population of the United States (U.S.) is becoming increasingly diverse. Projections are that the Hispanic population will nearly triple totaling approximately 92 million by 2050 (Poirier, 2000). If current trends continue, Hispanics, Blacks, Asians, and American Indians will comprise almost half of the U.S. population by 2050 (*Changing America*, 1998). The face of America may change but indications are that the dream born of a free society remains constant as it relates to the relationship between economic well-being and higher education (Brown, 1999).

Americans are in agreement concerning the importance of higher education. Sixty-two percent of survey respondents believe that a college education is absolutely necessary (Immewahr, 2000). Americans of all backgrounds and ethnicity share this belief. Heretofore, explanations offered for the low minority participation in postsecondary education have suggested that members of minority groups simply do not place a high value on higher education (*Great Expectations*, 2000). However, a recent study concludes, "African American and Hispanic parents are significantly more likely than whites to emphasize the value of higher education, not less" (*Great Expectations*, 2000, p. 1). Sixty-five percent of Hispanic parents and 47% of African American parents believe that a college education is the single most important factor that a young person needs to succeed in the world today (*American Views*, 2000). Studies

indicate Americans who place the highest value on a college education are also the ones who have the lowest rates of college participation (Immewahr, 2000).

It has been suggested that American society promotes social and economic mobility by providing for higher education (*American Views*, 2000). Research documents increased minority participation in postsecondary education. "Between 1996 and 1997 the enrollment rate for students of color rose by 3.7 percent, slightly higher than the 3.2 percent increase recorded a year earlier and the 2.9 percent increase experienced between 1994-95" (Hammock & Wilds, 2000, p. 1). However, these numbers do not reflect the minority representation in the general population (Chahin, 1993). Eighty-four percent of college administrators and an identical percent of government officials identify this lack of participation as a serious problem (Immerwahr, 1999). There is an apparent disconnect between the belief that all citizens of the U.S. are entitled to equal educational opportunities and the low educational attainment of minorities. The goal of providing equal educational opportunities for all requires an examination of how minority students attain access to postsecondary education and of the academic and social experiences these students encounter while in college (Henriksen, 1995).

A Review of U.S. Hispanic Population Growth

Hispanic Americans are rapidly becoming the largest ethnic group in the U.S. According to the U.S. Census Bureau, 1 of every 8 persons in the U.S. is of Hispanic origin. Thirty-two million Hispanics resided in the U.S. in 2000, representing 12.0% of the total population (Therrien & Ramirez, 2000). The U.S.

Census Bureau indicates that 35.7% of Hispanics were less than 18 years of age and 32.4% were between the ages of 25 - 44 (Therrien & Ramirez, 2000). Census data suggest great numbers of Hispanics are in the traditional college age category. This Hispanic population explosion has implications for the entire education system ultimately impacting the entire nation's economic well being. The literature suggests that a commitment to educating all of America's youth is imperative if the nation is to continue as a leader in the world economy (*Hispanic Americans*, 1996).

A Pattern of Hispanic Under-representation and Underachievement

Studies reveal one possible result of a pervasive problem evident throughout the entire academic pipeline is the limited representation of Hispanics among community college faculty. Indications are that a dwindling of minority student proportions occurs at every step of the academic pipeline (Turner, Myers, & Creswell, 1999). Census data indicate that only 57.0% of Hispanics 25 years old and older have graduated from high school compared to 88.4% of non-Hispanic whites (Therrien & Ramirez, 2000). Furthermore, NCES (2000) reported that in 1997-1998 Hispanics were awarded 61,941 or 5.6% of Bachelor's degrees, 16,215 or 4.1% of Master's degrees, 1,270 or 3.2% of Doctoral degrees, and 3,547 or 4.6% of first-professional degrees. These percentages continue to lag behind the educational attainment of the White population as evidenced by the number of Bachelor degrees awarded. Only 11% of Hispanic adults between ages 25-29 have earned a Bachelor's degree or higher as compared to 29% of Whites in this age group (Wilds, 2000).

The literature suggests several reasons for the low educational attainment among Hispanics including the underrepresentation of Hispanics among school personnel throughout the education pipeline (*Hispanic Americans,* 1996). In addition, researchers have suggested "minority students, especially those attending colleges where they make up a significant part of the student body, are alienated by facing an all-white faculty" (Colby & Foote, 1997). Henriksen (1995) suggests "the absence of 'role models' also may make the path to higher education difficult for minority students" (p. 2). Finally, community colleges must also struggle with the role of faculty in retention of minority students. Henriksen (1995) concludes "a lack of cultural understanding, on the part of the faculty, may make the students skeptical of remaining enrolled in a community college" (p. 2).

The Role of The Community College in Providing Access To Higher Education

The record shows that community colleges have played a significant role in providing access to the American system of higher education (Avalos & Pavel, 1993). The 1,132 community colleges in the U.S. enrolled 10.4 million students during the fall 1997 semester. Hispanic students comprised 11.8% of the total enrollment, up from 9.3% in 1992. In addition, the data show that of all Hispanic students who attend college approximately 55% attend community colleges (*National Community College Snapshot*, 2000).

A Profile of Texas Community Colleges

Texas public community colleges enrolled 443,770 during the fall 2000 semester. In addition, enrollments are expected to increase for public community colleges at an annual rate of 1.7% until 2005. Annual growth rate of

1.6% is expected between 2005-2015. Community college enrollment is expected to reach 559,000 by 2015 (THECB, *Study Paper 27*, 2001). Indications are that participation rates in higher education for all Texans must improve if Texas is to close the participation gap. The *Closing the Gaps* initiative states "we believe that of the many challenges that face higher education in Texas, two of the very largest are those of closing the gaps that exist in participation and success in higher education" (Brown, 1999, p. 1). Brown (1999) also states "...there have been gains in Hispanic and Black participation since 1990" (p. 5) and "if you look at the racial/ethnic makeup of the enrollment at the community colleges, it comes much closer to reflecting the face of Texas..." (p. 6). These are important indicators because in Texas 75% of first time minority students enroll in two-year colleges (THECB, *Strategic Plan 2001-2005*, 2000).

Anticipated enrollment growth is invariably linked to population growth. It is expected that minorities will comprise a large proportion of students enrolled in Texas postsecondary institutions. According to the Texas Higher Education Coordinating Board *Statewide Factbook* (2000), 115,437 Hispanic students were enrolled in Texas community colleges representing 28.7 % of total enrollment in 1999 but Hispanic representation among faculty totaled 11%. Robertson and Frier (1994) suggest that institutions that are supportive of minority students "recruit a diverse faculty and administration and thereby provide advocates and role models for the new student population" (p. 70). Indications are that a more diverse faculty will be required if higher education institutions in Texas are to be

supportive of minority students. The Texas Higher Education Coordinating Board *Access and Equity 2000 Plan* (1997) suggests that an active and effective recruitment process for minorities at every level of higher education is required; "there must be a continuing effort to increase the number of underrepresented students enrolled and the number of minority faculty, administrators, and professional staff employed at predominantly White institutions" (p. 1).

The Underrepresentation of Hispanics Among Texas Community College Faculty

Hispanic representation among faculty in Texas community colleges at 11% does not reflect the Hispanic 31% proportion of general population of the state of Texas (*Statewide Factbook*, 2000). This gap is perceived as a continuing problem that could eventually present an additional barrier to minority educational attainment (Robertson & Frier, 1994; Colby & Foote, 1997). The underrepresentation of Hispanics among faculty is an increasingly significant problem since the state's minority population continues to increase and since minority participation in higher education is vital to the state's economic future. The Texas Higher Education Plan: *Closing the Gaps By 2015* (2000) emphasizes the connection between education and prosperity:

> An educated workforce contributes more to the state's prosperity, providing added fuel for a growing economy. Education, at its best, also allows individuals to do what they want to do, rather than what they have to do and it opens their minds to better understand the world around them.
>
> At present, a large gap exists among racial/ethnic groups in both enrollment and graduation from the state's colleges and universities.

> Groups with the lowest enrollment and graduation rates will constitute a larger proportion of the Texas population. If this gap is not closed, Texas will have proportionately fewer college graduates. (p. 6)

This concern for increasing the number of college graduates has an economic dimension: "productivity and education are interconnected- there is a direct positive connection between education and economic efficiency" (Chandler, 1998, p.1). Chandler (1998) also states "higher education is a great equalizer-open access to higher education is a potent accelerator for individuals seeking to improve their lifetime earnings potential" (p. 2).

The population shift represents a significant challenge to higher education institutions in Texas and to the established patterns of faculty recruitment. This challenge is particularly critical since research indicates that one factor in minority student retention is identification with minority faculty (Colby & Foote, 1997; Henriksen, 1995; Robertson & Frier, 1994). Research suggests that increasing the number of minority faculty would exert a positive influence on retention of minority students (Robertson & Frier, 1994). The challenge is to attract more minorities into faculty positions. It is understood that minority faculty insights and unique perspectives could help improve the higher education experience for all Texas students. "These faculty members have the potential to provide support as role models or mentors to encourage minority students to enter and succeed in higher education" (*Access and Equity*, 1997, p. 7).

Indications are that the Texas goal of an educated populace requires the identification of effective recruitment and retention strategies throughout the

academic pipeline in order to promote minority participation at all levels of higher education.

The Statement Of The Problem

It is desirable that the number of Hispanic faculty in Texas community colleges be in proportion to the number of Hispanics in the general population "since a measure of an integrated, socially cohesive society is the degree to which minority members are represented in the professional elites...." (Lopez, 1996, p. 55). In addition, Hispanic faculty role models are one of several positive factors identified as vital to Hispanic student retention. Hispanic role models, or in this case the scarcity of these role models, in both overall numbers and in representation across academic fields is one factor related to student retention (Avalos & Pavel, 1993). Colby and Foote (1995) conclude "a diverse faculty provides an effective and visible support system for the increasingly diverse student population" (p. 1). Owen, Reis, and Hall (1994) agree on the benefit of a diverse faculty "it is beneficial for minority students to see members of their race and ethnicity in prominent faculty positions because reflections of one's self-image are vital affirmations of worth and value" (p. 61). The evidence establishes the importance of faculty role models for retention of Hispanic students.

Texas community college enrollments and faculty composition reflect a pattern similar to that evident in U.S. community colleges. The Texas Higher Education Coordinating Board (THECB) reported ethnic representation among community college faculty as follows: 82% White, 5.5% Black, and 10% Hispanic

(*Status Report*, 1998). THECB statistics reveal a problem that has the potential of becoming a greater barrier to minority participation in its postsecondary institutions and ultimately to minority educational attainment in the state. *The Final Report of The Advisory Committee on Women and Minority Faculty and Professional Staff* (1997) states "according to Kathleen Ross in *A Crucial Agenda*, factors such as socialization and the lack of minority representation on faculty and staffs have the potential of posing barriers to students in their efforts to attain graduate degrees" (p. 9). The THECB *Strategic Plan 1999-2003* (1998) emphasizes the critical role of Hispanic faculty in light of the expected demographic changes in Texas.

Several factors converge at this point, the underrepresentation of Hispanic faculty in Texas community colleges, the critical need for Hispanic role models, the significant role that Texas community colleges play in providing access to higher education for Hispanics, and the fundamental demographic changes expected to occur in the state. Indications are that the vital role of community college faculty will become even more critical to retention efforts and ultimately to the state's economic future simply because such a large proportion of minority students attend community colleges.

Both demographics and the literature suggest that the degree of Hispanic representation among community college faculty is unsatisfactory. The suggestion is that the number of minority faculty representation should reflect the general population. The problem underrepresentation of Hispanics among Texas community college faculty is addressed in this study.

The Purpose Of The Study

Indications are that Texas has made progress in hiring Hispanic faculty as evidenced by the increases in absolute numbers between 1980 and 1998 (*Access & Equity 2000*). During this time, Hispanic faculty in Texas community colleges increased from 906 to 2,589 (Grubb, 1999). The purpose of this study is to identify factors associated with the successful institutional hiring of Hispanic faculty in Texas community colleges.

Research Questions

The project focus is on identifying factors associated with the successful institutional hiring of Hispanic faculty in Texas community colleges. The following research questions guide this study:

1. What is the effect of "institutional factors" on the successful institutional hiring of Hispanic faculty in Texas community colleges?
2. What is the effect of "environmental factors" on the successful institutional hiring of Hispanic faculty in Texas community colleges?
3. What is the effect of "recruitment factors" on the successful institutional hiring of Hispanic faculty in Texas community colleges?
4. What is the effect of gender on the perception of the significance of "institutional factors" on the successful institutional hiring of Hispanic faculty in Texas community colleges?

5. What is the effect of gender on the perception of the significance of "environmental factors" on the successful institutional hiring of Hispanic faculty in Texas community colleges?
6. What is the effect of gender on the perception of the significance of "recruitment factors" on the successful institutional hiring of Hispanic faculty in Texas community colleges?
7. What is the effect of institution size on the perception of the significance of "institutional factors" on the successful institutional hiring of Hispanic faculty in Texas community colleges?
8. What is the effect of institution size on the perception of the significance of "environmental factors" on the successful institutional hiring of Hispanic faculty in Texas community colleges?
9. What is the effect of institution size on the perception of the significance of "recruitment factors" on the successful institutional hiring of Hispanic faculty in Texas community colleges?

Research Hypotheses

The following research hypotheses provide the structure for investigation:

1. One or more of the 15 measures of the "institutional factors" has a significant effect on the successful institutional hiring of Hispanic faculty in Texas community colleges.

2. One or more of the 10 measures of the "environmental factors" has a significant effect on the successful institutional hiring of Hispanic faculty in Texas community colleges.
3. One or more of the 10 measures of the "recruitment factors" has a significant effect on the successful institutional hiring of Hispanic faculty in Texas community colleges.
4. Gender affects the perception of significance of one or more of the 15 measures of the "institutional factors" related to the successful institutional hiring of Hispanic faculty in Texas community colleges.
5. Gender affects the perception of significance of one or more of the 10 measures of the "environmental factors" related to the successful institutional hiring of Hispanic faculty in Texas community colleges.
6. Gender affects the perception of significance of one or more of the 10 measures of the "recruitment factors" related to the successful institutional hiring of Hispanic faculty in Texas community colleges.
7. Institution size affects the perception of significance of one or more of the 15 measures of the "institutional factors" related to the successful institutional hiring of Hispanic faculty in Texas community colleges.
8. Institution size affects the perception of significance of one or more of the 10 measures of the "environmental factors" related to the

successful institutional hiring of Hispanic faculty in Texas community colleges.

9. Institution size affects the perception of significance of one or more of the 10 measures of the "recruitment factors" related to the successful institutional hiring of Hispanic faculty in Texas community colleges.

Null Hypotheses

In this research project, the following null hypotheses are tested:

1. There is no significant difference between "successful" and "unsuccessful" colleges on any of the 15 measures of "institutional factors" that relate to the successful institutional hiring of Hispanic faculty in Texas community colleges.
2. There is no significant difference between "successful" and "unsuccessful" colleges on any of the 10 measures of "environmental factors" that relate to the successful institutional hiring of Hispanic faculty in Texas community colleges
3. There is no significant difference between "successful" and "unsuccessful" colleges on any of the 10 measures of "recruitment factors" that relate to the successful institutional hiring of Hispanic faculty in Texas community colleges
4. Gender has no effect on the perception of significance of one or more of the 15 measures of the "institutional factors" related to the

successful institutional hiring of Hispanic faculty in Texas community colleges.

5. Gender has no effect on the perception of significance of one or more of the 10 measures of the "environmental factors" related to the successful institutional hiring of Hispanic faculty in Texas community colleges.
6. Gender has no effect on the perception of significance of one or more of the 10 measures of the "recruitment factors" related to the successful institutional hiring of Hispanic faculty in Texas community colleges.
7. Institution size has no effect on the perception of significance of one or more of the 15 measures of the "institutional factors" related to the successful institutional hiring of Hispanic faculty in Texas community colleges.
8. Institution size has no effect on the perception of significance of one or more of the 10 measures of the "environmental factors" related to the successful institutional hiring of Hispanic faculty in Texas community colleges.
9. Institution size has no effect on the perception of significance of one or more of the 15 measures of the "recruitment factors" related to the successful institutional hiring of Hispanic faculty in Texas community colleges.

Significance Of The Study

The findings of this project contribute toward a greater understanding of the strategic factors involved in recruiting and hiring Hispanic community college faculty. The data collected, the instruments developed, and the process of analysis, have the potential of making a major contribution to the improvement of Hispanic faculty recruitment and hiring. The project also has great potential to impact minority educational attainment in Texas as Hispanic faculty become effective role models and mentors.

Assumptions Of The Study

The following assumptions guide this study:

1. It is assumed that the institutional officers will be knowledgeable about the recruitment processes used at their respective institutions.
2. It is assumed that faculty will be knowledgeable about the recruitment processes used at their respective institutions.
3. It is assumed that faculty will respond honestly to the instrument.

Limitations Of The Study

Limitations of the study include a reliance on self-reporting and reliance on voluntary participation on the part of the institutional officers and Hispanic faculty. An additional limitation is the limited amount of published research documenting positive factors that contribute to successful recruitment and hiring of Hispanic faculty.

Delimitations Of The Study

The following delimitations will be made for the purpose of the study:

1. The research only investigates institutional hiring practices in Texas community colleges.
2. The research is limited to the responses of the President, the chief academic officer, personnel administrator, and affirmative action officer at each of the Texas community colleges.
3. The research only investigates full-time Hispanic faculty perspectives in regard to employment recruitment practices used by Texas community colleges.

Definitions Of Terms

Adams V. Richardson- The 1970 case in which the U.S. Court of Appeals for the District of Columbia ordered appropriate action to end segregation in institutions of higher education that accepted federal funds. Texas was one of the original ten states charged with maintaining dual systems of higher education. (*Diversity and Outcomes*, 1996)

Affirmative Action- "A tool designed to remedy the present effects of past discrimination or present, ongoing discrimination. Often affirmative action has been a result of a legal mandate" (Coleman, 2001).

American Indian or Alaskan Native- "A person having origins in any of the original peoples of North America and maintaining cultural identification through tribal affiliation of community recognition" (*Digest of Education Statistics 2000*, p. 533).

Asian or Pacific Islander- "A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands" (*Digest of Education Statistics 2000*, p. 533).

Black- A person having origins in any of the black racial groups in Africa excluding persons of Hispanic origin. (*Digest of Education Statistics 2000*, p. 533)

Chicano- "The Chicano population includes descendants of the Mexicans who were incorporated into the United States after the Treaty of Guadalupe Hidalgo and numerous individuals who have entered this country, both legally and illegally". (Harris, 1995, p. 87)

Community College- The term is used in reference to an institution accredited to award the associate in arts or science as its highest degree (NCES, 1998).

Demographic imperative- The term is used in this study in reference to the demands for inclusion and equality that a growing and diverse population exerts on the cultural, educational, political, economic, and social structures.

Differentness- In this study used as defined by Dr. Albert Camarillo (1999) "the word 'differentness' is used here instead of 'differences because ideologies about variations among groups were not merely descriptions about cultural, linguistic, national-origin, ethnic, or perceived racial differences. 'Differentness' connotes an ascription, a value about the quality of being different" (pp.2-3).

Diversity- In this project diversity includes practices intended to promote a more robust learning and working environment in which individuals from all

backgrounds are more intellectually engaged, contribute unique perspectives, and infuse the learning environment with new motivations and insights.

Doctor's degree- "An earned degree carrying the title of doctor. The Doctor of Philosophy Degree (Ph.D.) is the highest academic degree and requires mastery within a field of knowledge and demonstrated ability to perform scholarly research. Other doctorates are awarded for fulfilling specialized requirements in professional fields such as education Ed.D." (NCES,1998, p.187).

Faculty of color- the phrase is used in the study to refer to those individuals from traditionally underrepresented groups, such as African American, Asian Americans, Latinos, and Native Americans who have obtained the required academic credentials to assume faculty positions in American higher education (Baez, 1997).

First professional degree- "A degree that signifies both completion of the academic requirements for beginning practice in a given profession and a level of professional skill beyond that normally required for a bachelor's degree" (NCES, 1998, p.188).

Higher education- Study beyond secondary school at an institution that offers programs terminating in an associate, baccalaureate, or higher degree (NCES, 1998).

Hispanic- People of Hispanic or Latin origin are those individuals whose reported origin is Mexican, Puerto Rican, Cuban, Central or South American, or some Other Hispanic origin. Federal agencies recognize people of Hispanic origin as members of an ethnic group and thus, they may be of any race. People of

Hispanic origin in the United States are a heterogeneous group differing in socio-economic characteristics, culture, place of birth, and recency of immigration (Therrien & Ramirez, 1998).

Institutional culture- Understood as shared assumptions and beliefs about the world and the organization's place in it, the nature of time and space, human nature, and human relationships (Yukl, 1998).

Institutional officers- In this study, used to refer to individuals within community college administrative teams that are usually responsible for recruiting and hiring. These include the college president, chief academic officer, personnel officer, and affirmative action officer.

Marginalized- The term is employed to describe the feelings of isolation and invisibility resulting from being relegated to the periphery of academic life as experienced by Hispanic faculty (Aguirre and Martinez, 1994).

Master's degree- "A degree awarded for successful completion of a program generally requiring 1 or 2 years of full-time college-level study beyond the bachelor's degree" (NCES, 1998, p.187).

Minority- the term "minority" generally refers to Black and the rapidly growing Hispanic population (*Access and Equity 2000*, 1994).

Projection- "A statistical term use in relation to a time series and refers to an estimate of future values based on a current trend" (NCES, 1998, p.192).

Racism- (1) "A set of beliefs, ideologies, and social processes that discriminate against others on the basis of their supposed membership in a so-called racial group" (Jary & Jary, 1991, p. 404). (2) "Entails the belief that some groups,

those of a certain hue, with less power and low status, are inferior; others, of another hue, with greater power and high status, are deemed superior" (Kuper & Kuper, 1996, p. 715).

Racism- Institutional- Sometimes referred to as structural racism. In this project understood as "institutional rules and procedures that have been established on the basis of the qualifications and standards of the group in power that serve to keep all other groups out" (Kuper & Kuper, 1996, p. 716).

Recruitment- Refers to the processes that an institution uses to announce a given job opening. It includes advertising, working through job fairs and academic conferences, delineation of qualifications, selection, and orientation.

Regional college district- In this study, regional college districts are understood to have the following characteristics: (a) are multi-campus institutions, (b) enrollment exceeds 20,000, and (3) the population of the service area exceeds 1 million.

Role Model- The term is employed to refer to Hispanic faculty in visible positions, thereby serving as motivators and mentors. However, the term also implies positions of status and power within and outside the institution (Verdugo, 1995).

Stratification systems- These are understood as the social structures that maintain social order. Two of the most common mechanisms for maintaining stratification systems seem to be an ideological mechanism and a structural mechanism (Verdugo, 1995).

Successful- In this study, "successful" is used to describe a Hispanic representation rate of 30% or higher among full time faculty at a given institution.

THECB- In this study the term refers to the Texas Higher Education Coordinating Board, the agency created by the Texas Legislature in 1965 to "provide leadership and coordination for the Texas higher education system to achieve excellence for the college education of Texas students." (THECB, *Characteristics of the Texas Higher Education System*, THECB Section, ¶ 1)

Underrepresentation- In this project the term is used in reference to the percentage gap of Hispanic representation among Texas community college faculty, 11%, versus the Hispanic representation in the general state population, 30%, in 1998.

Unsuccessful- In this study, "unsuccessful" is used to describe a Hispanic representation rate of less than 30% among full time faculty at a given institution.

White- "A person having origins in any of the original peoples of Europe, North Africa, or the Middle East excluding people of Hispanic origins" (Digest of Education Statistics 2000, p. 533).

Summary

Community colleges in the U.S. and in Texas have played a significant role in providing access to the American system of higher education for Hispanic students. Indications are that community colleges are adaptable and will respond to increased demand for services as the population changes. In addition, research indicates that Hispanic faculty role models are important factors in retention of Hispanic students.

Changing demographics and the literature document Hispanic under-representation among Texas community college faculty. Improvement in the

number of Hispanic faculty requires identifying the factors that contribute to successful recruitment and ultimately, hiring of Hispanics.

This study identifies factors that are associated with the successful hiring of Hispanics and examines Texas community colleges' hiring practices in light of those factors. The following comparisons are made to determine differences in the means of the following groups: (a) administrators and faculty from colleges that have been more "successful" in their hiring of Hispanic faculty and those that have been "unsuccessful" as operationally defined, (b) male and female respondents, and (c) regional and medium size community colleges as operationally defined. And finally, the study offers recommendations that could improve the recruitment process and ultimately the hiring rate of Hispanic faculty in Texas community colleges.

CHAPTER II

Review Of Relevant Literature

This literature review is organized to provide an overview of minority representation among faculty in community colleges in the United States. It is subsequently narrowed to develop a portrait of Texas community colleges. This overview is intended to describe the framework into which minority faculty are recruited and hired. It is a work environment under extreme pressure to adjust to the demands of a rapidly changing population. Verdugo (1995) summarizes the obvious "as the Hispanic population continues to grow, it is expected that its enrollment in institutions of higher education will also increase" (p. 669). This view both acknowledges a reality and resonates with the inclusive posture presented by the American Association of State Colleges and Universities (AASCU). AASCU policy (2001, Section II, ¶ 7) concludes, "America's public higher education system is the embodiment of the nation's democratic ideals. State colleges and universities, by educating the majority of American students, exemplify this nation's unique efforts to provide access to higher education for as many of its citizens as possible". It is the writer's intent to review community college efforts to adjust to a new clientele and ultimately to identify positive factors that are associated with the successful recruitment and hiring of Hispanic faculty.

The identification of factors associated with the successful recruitment and hiring of Hispanic faculty is critical to understanding the recruitment strategies that are subsequently developed. This literature review seeks to identify factors

associated with the successful recruitment and, ultimately, hiring of Hispanic faculty. This review informs the development of the research instruments that are in turn used to identify those factors that affect Hispanic faculty recruitment and hiring in Texas community colleges. Although this project addresses nine research questions, the following provide the substance of definition and direction for the review of the literature. The other six questions listed on pages 10-11 examine the perception of the effect of "institutional", "environmental" and "recruitment factors" by gender and institution size. The three research questions that provide direction to the review of literature are:

1. What is the effect of "institutional factors" on the successful institutional hiring of Hispanic faculty in Texas community colleges?
2. What is the effect of "environmental factors" on the successful institutional hiring of Hispanic faculty in Texas community colleges?
3. What is the effect of "recruitment factors" on the successful institutional hiring of Hispanic faculty in Texas community colleges?

What Is The Effect Of "Institutional Factors" On The Successful Institutional Hiring Of Hispanic Faculty In Texas Community Colleges?

The process of identifying the institutional factors associated with the successful recruitment and hiring will involve the following steps: (a) an examination of Hispanic representation among faculty in U.S. community colleges, (b) a review of the role of community colleges in U.S. higher education, (c) a review of minority faculty roles in community colleges, (d) a review of

institutional factors that contribute to the successful recruitment of minority faculty, and (e) a review of positive predictors of high minority faculty representation.

An Examination Of Hispanic Representation Among Faculty In U.S. Community Colleges

The National Center for Education Statistics (NCES) report cited minority representation among faculty at 12% of U.S. faculty in colleges and universities during the 1993 fall semester (*Digest 1996*, Faculty Section ¶ 6). Faculty composition was reported at 5% Black, 4% Asian/ Pacific Islanders, 3% Hispanic, .4% American Indian, and 54% White males. Reported growth for minority representation during the 1997 school year was minimal. The majority of college faculty was white males at 51%, while 35% were white females (*Digest 1997*, Faculty Section ¶ 7).

Staffing patterns at community colleges were similar. Studies conducted between 1988 and 1992 reported positive changes in minority community college faculty as follows: 3 - 5.1% were African-American, 1 -1.4% were American Indian, 2 -2.2% were Asian American, 1-1.7% were Mexican-American, 0.2-0.3% were Puerto Rican American" (Colby & Foote, 1995, p.1).

Although the number of minority faculty has increased, these numbers do not begin to reflect the minority representation among the general population. Carter (1994) concluded: "data clearly indicate that while people of color represent a rapidly growing segment of the U.S. population and of the college

student population, they continue to be greatly and nearly equally underrepresented among faculty at both two-year and four-year campuses" (p.15). The fall 1998 composition of faculty at U.S. community colleges was reported as follows: White- 85.3%, Hispanic- 4.6%, Black- 6.0%, Asian/ Pacific Islander- 3.4%, and American Indian- 0.8%. (NCES *Fast Facts*, Race /ethnicity Section, ¶1) The data for 1998 shows Black representation among faculty at 6.0%, but their representation in the general populations at 12.1%. Hispanic representation was reported as 4.6% of faculty, and 11.2% of the general population (NCES, 2001). Minority students comprised 31.3% of community college students during the1997 fall semester. This number was approximately three times the ethnic representation among community college faculty.

The conclusion to be drawn from the national data is that the numbers of minority faculty are too low. Nettles, Perna, Bradburn, and Zimbler (2000) concluded, "the representation of teaching faculty by racial/ ethnicity differs in many ways from their overall representation in the U.S. population" (p. 11). The data show very low percentages for all minorities. However, the data also show White representation among faculty was 89% compared to 75% of the population (Nettles, Perna, Bradburn, and Zimbler, 2000). Employment of minority faculty has changed little since 1992. Turner (2000) states: "a 1997 survey conducted by the University of California, concluded that in terms of numbers and presence, racial and ethnic minorities continue to be almost invisible among college and university faculties" (p. 35).

There were similar staffing patterns at community colleges. The fall 1998 composition of faculty at U.S. community colleges was reported as follows: White- 85.3%, Hispanic- 4.6%, Black- 6.0%, Asian/ Pacific Islander- 3.4%, and American Indian- 0.8% (NCES *Fast Facts*, Race /ethnicity Section, ¶1).

The data also reveal that Hispanic faculty tend to be younger as compared to their white counterparts, less experienced, more likely to teach in two year colleges, and more likely to average more time on service activities (Nettles, Perna, Bradburn, and Zimbler, 2000).

One of the reasons often cited for the lack of minority faculty at all levels of higher education is a limited pool of qualified candidates. (Hiramoto, 1995; Johnston, 1997; Knoell, 1994; Robertson & Frier, 1994; Smith 2000; Turner, Myers, & Creswell, 1999; Fisher, 1994) However, research shows that highly qualified minority faculty are generally not recruited (Smith, 2000). In addition, Washington and Harvey (1989) state "while it is important to increase the number of minorities with doctorates, it must be stressed that those who are already available and qualified are not being fully employed" (p. 2).

A Review Of The Role Of Community Colleges In U.S. Higher Education

Community colleges are an integral component of higher education in the United States (Swank, 1996). The Educational Testing Service (ETS) recognizes the community college contribution to higher education:

> ...the community college system--comprised of approximately 1,200 institutions--has become a key part of the higher education system, enrolling 5.5 million students in credit courses and employing almost

300,000 faculty members. Another 5 million students participate in some kind of noncredit activity at their local community colleges, often related to workforce training (ETS, 2000).

These institutions provide access to higher education for a multitude of students. ETS projects soaring increases in the number of qualified minority students ready to begin their college education (Gonzalez, 2000). Estimates are that minorities will account for 80% of the 2.6 million new students expected to enroll in U.S. colleges and universities by 2015. Indications are that these numbers will pose an interesting and significant challenge to higher education and for community colleges in particular. This is a feasible expectation because of the significant and strategic role that community colleges have played in providing access to the American system of higher education (ETS Research, 2000). According to the Association of Community Colleges (AACC), these institutions enroll 46% of all first-time freshmen students. In addition, 1997 fall enrollment figures show that community colleges serve 46% of all college-going African Americans, 55% of all college-going Hispanics, 46% of all college-going Asian/ Pacific Islanders, and 55% of all college-going Native Americans (*AACC Snapshot*, 1998, Student Profile).

A Review Of Minority Faculty Roles In Community Colleges

Researchers have noted the demographic imperative. "Community colleges are changing in the missions they perform and the constituencies they serve, and it is imperative that the faculty reflect these changes" (Owens, Reis, & Hall, 1994, p. 57). Robertson and Frier (1994) conclude "if minority students are

to succeed, it is important that schools cultivate a welcoming atmosphere" (p. 69). Studies show that the "single most effective strategy for producing changes in faculty attitudes toward minority students may well be the recruitment of minority faculty members" (Owens, Reis, & Hall, 1994, p. 61). Research also emphasizes the importance of minority faculty as role models. However, the primary reason for hiring minority faculty is that "they establish in the mind of the community and the student that there is a commitment to diversity" (Robertson & Frier, 1994, p. 69). Indications are that the presence of minority faculty is a critical factor in developing an institutional climate that is conducive to the success of minority students (Caldwell-Colbert et.al., 1996; Lopez, 1996). One of the interesting facts emerging from the literature is the minuscule growth in hiring of minority faculty (NCES 2001; Carter, 1994; Turner, 2000). There is an apparent disconnect between acknowledging the demographic imperative and taking positive steps toward meeting the challenges inherent in the demographic changes. Carter (1994) states "given the high concentration of students of color in community colleges, one might expect these institutions to employ a larger proportion of faculty of color than four-year campuses do." (p.4). Washington and Harvey (1989, ¶ 3) have wondered, "why hasn't more progress been made in hiring African-American and Hispanic faculty?"

There are several reasons why the community college would seem to be in a much better position to find qualified minority faculty: (a) a master's degree is generally the highest credential required, (b) the number of minorities with earned Master's degrees is greater than those with doctorates, and (c) "their

[community college] curriculums are more directly tied to the professions into which minority graduates seem to be going" (Robertson & Frier, 1994, p. 70).

A Review Of Institutional Factors Associated With The Successful Recruitment Of Minority Faculty

The literature suggests several factors that contribute to the successful recruitment of minority faculty including Hispanic faculty. There is agreement that institutional factors are critical in determining the success of recruitment efforts. Opp and Smith (1994) identified attitudinal and structural factors. Their conclusions suggest the first major positive overarching factor: institutional commitment to diversity that begins at the highest levels of administration (Carter, 1994; De Los Santos, 1994; Knoell, 1994; Opp & Smith, 1995; Owens, Reis, & Hall, 1994; Smith 2000). The depth and breath of this commitment becomes evident in and shapes the leadership exercised by the governing board and institutional officers at all levels. Researchers agree on the importance of this institutional commitment to diversity (Carter 1994; De Los Santos 1994; Knoell 1994; Robertson & Frier, 1994; Owen, Reis, & Hall 1994; Smith 2000). Persistent articulation of this commitment begins to influence policy, decision-making, and recruiting procedures. One vital element is the willingness of the administrative teams to devote the energy required for the transformation of the institutional culture. Hiramoto (1995) states:

> The literature reveals that effective leadership on campus is key to any attempts to increase minority hires. Effective leaders are ones who understand and agree on the significance of affirmative action,

> promote proactive measures to recruit and retain faculty, allocate resources to ensure that it can be implemented, and monitor the results of such efforts (p. 44).

Inspired and committed leadership is critical toward shaping the course and accountability. The key players are the governing board, chief administrative officer, administrative teams, and faculty. Leadership exercised toward diversity ultimately confronts a myriad of barriers from complacency to racism.

A Review Of Positive Predictors Of High Minority Faculty Representation

Indications are that other factors may be aligned under the institutional commitment to diversity. Positive predictors of high minority faculty representation included having an ethnic vice-president of academic affairs (Opp & Smith 1994; Smith 2000). The representation may assume an advocacy role for minorities. Indications are that the presence of a minority chief academic administrator sends a positive message to potential minority faculty about the institution's commitment to diversity.

Another positive predictor of successful recruitment was having minorities on the boards of trustees (Opp & Smith, 1994). Minority representation on elected boards is more likely to occur in communities with a sizeable minority presence. A different constituency in the community and on the board may facilitate the recruitment of minority faculty and advocate for the value of diversity.

Hiring minorities to staff ethnic studies programs is another predictor of a high percentage of underrepresented minority faculty. Three possibilities were

cited as contributing to the higher minority representation: (a) community colleges located in communities with large minority populations are more likely to have ethnic studies programs, (b) colleges with ethnic studies programs may be perceived as more attractive job placements by minority candidates from outside the local community, and (c) hiring minority candidates for ethnic studies may provide the administrative officer with a means for increasing the number of minority faculty while maintaining collegial relationships with other departments (Opp & Smith, 1994).

What Is The Effect Of "Environmental Factors" On The Successful Institutional Hiring Of Hispanic Faculty In Texas Community Colleges?

The literature cites several environmental factors that have a bearing on the recruitment of Hispanic faculty. The survey instruments in this study solicit information from administrators and Hispanic faculty in Texas community colleges to determine if these factors influence recruitment and hiring of faculty. These may prove to be significant factors in a state as large and diverse as Texas.

This section is developed as follows: (a) a review of environmental factors identified in the literature, and (b) a focus on matching candidate and institution.

A Review Of Environmental Factors

Knoell (1994) identified environmental factors: geographic remoteness, institution size, racial/ ethnic composition of the college and its service area, the size of the institution, focus of the college mission, proximity to a university,

minority candidate's perceived quality of life issues, and the demographic imperative. These factors may be advantages or barriers to recruitment depending on the particular institution. However, Knoell's list of environmental factors can be summarized into a major factor in successful recruitment as a commitment to finding the right match between the institution and the faculty candidate.

A Focus On Matching Candidate And Institution

The task is to provide a rationale for dedicating the resources to finding the right match. The long-term potential benefits to the institutions justify the financial investments made to recruitment of a diverse faculty. The literature establishes that achieving faculty diversity requires extraordinary, continuing efforts and a positive attitude that ethnic minority faculty can be found and hired (Caldwell-Colbert, et al.,1996). What distinguishes this commitment to finding the right match is the underlying conviction that it can be done. Appropriate planning means that the recruitment process is sensitively structured to communicate the interest of the institution, the attractive features of the position, and the best assets of the institution and the community (Bernal et al., 1996).

What Is The Effect Of "Recruitment Factors" On The Successful Institutional Hiring Of Hispanic Faculty In Texas Community Colleges?

This section is structured as follows: (a) a review of recruitment strategies, (b) an examination of obstacles to recruiting a diverse faculty, (c) an examination of ideological constructs that inform U.S. community colleges' recruitment

practices, (d) a review of affirmative action policy, (e) an examination of the role of higher education in perpetuating group differences, (f) a review of Texas community colleges governance, (g) an examination of student and faculty composition of Texas community colleges, (h) a review of Texas Hispanics' educational attainment, (i) a review of employment trends of Hispanic faculty in Texas community colleges, (j) a historical review of Texas efforts to improve access to higher education, and (k) an examination of prospects for faculty positions for Hispanics in Texas community colleges

A Review Of Recruitment Strategies

A major factor in successful recruitment is a new expanded paradigm for evaluating a candidate's overall experience (Bernal, et.al. 1996; Carter, 1994; Owens, Reis, & Hall, 1994; Smith, 2000). This paradigm takes a proactive stance and anticipates the limiting influence of structural barriers. It is based on a long-term commitment to finding solutions. It is a commitment to developing a pool of qualified candidates before an opening occurs, writing broad position descriptions, expanding the search beyond the usual boundaries, enlarging the search committee to include minority representation, enriching the traditional definitions of quality to include nontraditional career paths, and a willingness to allow the search to fail if not convinced that enough has been done (Brock, 1994; Owens, Reis, & Hall, 1994). This proactive stance communicates an understanding that minorities are hired because they can help diversify and provide balance to the campus community (Caldwell-Colbert, et al., 1996). It reveals a much deeper understanding of and appreciation for ethnic identity and

for the contribution that *being* can make to teaching, mentoring, and research (Bernal, 1996; Caldwell-Colbert, et.al., 1996).

An Examination Of Obstacles To Recruiting A Diverse Faculty

This review of literature has identified some obstacles to recruiting a diverse faculty. The objections may be couched in the language of structural barriers, but a closer examination of the data exposes these as attitudinal barriers. Owens, Reis, and Hall (1994) call for "keeping an open mind in evaluating credentials. They call for an openness to alternative strategies for assessing a candidate's overall experience" (p. 61). Light (1994) says, "we often fail in valuing differences. We gravitate to candidates and position descriptions that remind us of our own experiences" (p. 165). This counterproductive tendency effectively eliminates minority candidates, who are unlike the majority in background and experiences, from consideration for faculty positions. Faculty resistance often takes the form of a "mindset that educational standards of excellence are compromised when there is pressure to diversify faculty" (Caldwell-Colbert, et.al. 1996, p.13). Hiramoto (1995) concluded "critics of affirmative action claim that the shortages often preclude a suitable pool of high quality candidates. They claim that the pressure to hire a minority candidate often results in a lower standard of teaching and research" (p. 33). Finally, "perhaps the strongest argument used by critics is that any system other than meritocracy would result in a lowering of academic standards" (Hiramoto, 1995, p. 36).

Johnston (1997) documents the lack of support among working units for minority hiring: "there was considerably less support for affirmative action in working units than at the higher administrative levels and less support for hiring of minorities at all levels than support for hiring of women" (p. 5). Johnston (1997) warns "in the absence of external constraints, such as affirmative action regulations, hiring committees may replicate themselves through hiring decisions" (p. 7). However, Aguirre (2000) argues "affirmative action, is implemented in academia to reflect the unequal power relations between the majority and the minority" (p. 3). Furthermore, Aguirre and Martinez (1994) describe the marginalized state of ethnics in academia:

> The practice of hiring minority faculty primarily for ethnic studies may increase the number of ethnic faculty but effectively relegates them to the periphery. Chicano faculty, for the most part, are peripheral members of academe. On the one hand, postsecondary institutions use them to address minority concerns. On the other hand, white faculty do not regard them as legitimate participants in academe. In most cases, they are regarded as impositions brought about by litigation and social legislation (p.1).

Opp & Smith (1994) state "clearly, this practice needs to be substituted with one that encourages the recruitment and hiring of minority faculty in all departments" (p. 53). Other attitudinal barriers take the form of myths (Smith, 2000). These may find expression in such phrases as: "only a few minorities are now in the academic pipeline, and women and minorities who complete the

doctorate often choose other occupations because they do not view the faculty position as a viable career choice" (Tack & Patitu, 1992, p. 1) or "minorities who seek academic posts are in such great demand that they can pick and choose among multiple offers" (Smith, 2000, p. 48). Indications are that ethnic faculty suffer from poor academic labor markets and also from traditional hiring practices of most institutions (Smith, 2000). Two final items that shed light on these attitudinal barriers must be placed side by side: (a) there is some validity to the pipeline issue *if* all institutions were aggressively diversifying their faculties (Smith, 2000) and (b) "while it is important to increase the number of minorities with doctorates, it must be stressed that those who are already available and qualified are not being fully employed" (Washington & Harvey, 1989, p.4).

"When minority faculty are employed in institutions of higher education, some things are certain. When compared to their white counterparts, they are less likely to be tenured, are concentrated in the lower academic ranks, are often concerned about low salaries, feel isolated and unsupported at work, and often encounter prejudice, discrimination, and continuing climate of racism" (Tack & Patitu, 1992, p. 2). The literature suggests an uneven field and an unwelcoming work environment.

An Examination Of The Ideological Constructs That Inform U.S. Community Colleges' Recruitment Practices

Ellen Schrecker, Editor for Academe, states "it's 2000, and the color line still defines the way we live" (*Academe*, 2000, Editor Section). Discrimination, exclusion, and ultimately, marginalization continue to be a fact of life for people of

color. The data reveal a society as racially separate today as it was before *Brown v. Board of Education*, before the Civil Rights movement, before the Voting Rights Act, and before the *Bakke* decision" (*Compelling Need for Diversity in Higher Education*, 1999, Introduction ¶ 2).

Indications are that the American experience is marked by persistent and pervasive separation. These patterns of separation are critical because they foster misconceptions and mistrust, and provide little or no opportunity to correct the racial stereotypes that in turn are often used as a basis and justification for racial separation. "Because race is a defining characteristic of American life, it shapes our values, beliefs and perspectives" (*Compelling Need*, 1999, Introduction ¶ 3). An understanding of the patterns of social interaction and stratification in American society is prerequisite to understanding the ideological constructs that inform recruitment practices in community colleges. These patterns of social interaction and stratification serve to influence legal opinion and subsequently to maintain the status quo as these mitigate against efforts to level the academic playing field. Johnston (1997) acknowledges the likelihood of a stratified society being maintained:

> Viera said 'reliance on a comparison of percentage of minorities in the general population to the percentages of prime contracts awarded to minority businesses was misplaced since statistical comparisons to the general population are inappropriate where special qualifications are required' (105). The findings of this case suggest that because community college faculty are required to have special qualification, such as

> advanced college degrees or other specialized training, assumptions that minority faculty be representative of the general population that they serve may not be legally defendable (p. 31).

Affirmative action policies and the underlying legal opinion provide the framework that serves as lenses for examining recruitment patterns and ultimately for describing the status of minority faculty members in institutions of higher education. According to Johnston (1997), administrative leadership, faculty involvement, market forces, and external mandates such as affirmative action guidelines have formed the research approaches that address the issues of underrepresentation. Each of these approaches promotes understanding and is a critical factor in recruitment of minority faculty.

A Review Of Affirmative Action Policy

Bakke v. Regents of the University of California 1978 affirmed the role of diversity in colleges and universities as both essential and compelling. This case was the last Supreme Court decision addressing the use of race in admissions to higher education (*Compelling Need*, 1999, Introduction ¶ 1). This decision was subsequently challenged in *Hopwood v. State of Texas 1996*. The Fifth Circuit Court defied the Supreme Court's opinion in *Bakke* by ruling that institutions of higher education do not have a 'compelling interest' in enrolling a racially diverse student body (*Compelling Need*, 1999, Forward ¶ 1). It remains to be seen whether these decisions will mark the high point and the low point of efforts to recruit a diverse student body and faculty. *Bakke* articulated a new justification that was based on the positive educational effects of diversity (Asera, 1996, ¶ 2).

"In the Hopwood appeals decision, the Fifth Circuit Court rejected arguments about remedying past discrimination, unless it was discrimination by the institution, and about the inherent value of diversity" (Asera, 1996, ¶ 3).

The University of Michigan legal team gathered extensive research data in response to the two lawsuits that challenged the institution's admission policies. This data "is evidence that the use of race in higher education admissions is not only constitutional, but of vital importance to education and to society" (*Compelling Need*, 1999, Foreword ¶ 2). Bollinger (1997), University of Michigan President, wrote:

> We are now at the center of one of the most important controversies in the country. To my mind, the question is this: Do the ideals of Brown vs. Board of Education, with their profound commitment to integration and to the fundamental role of education in realizing that national goal, still have vitality and meaning at the end of the century, or will they slip into obscurity, a noble but largely failed effort of the romantic 20th century?...I prefer to think and speak in terms of integration and of segregation, and of education's role in helping us arrive at the former state. What we learn from integration, and it is absolutely a matter of learning, is as much or more about similarity as it is about difference. I hope, therefore, that we will not be beguiled or bedeviled by our current language, by our terminology of diversity and multiculturalism, into thinking that we are only concerned with learning from diversity, important as it is.

Schrecker (2000) provides a good summary:

> The most effective method, affirmative action- that deliberate use of ethnic, racial, gender, and other criteria to recruit a diverse student body or faculty- is politically unpopular, and several pending lawsuits threaten to undermine its legal viability. If that occurs, educators will have to adopt race-blind policies that not only ignore reality but also threaten to roll back much of the progress that has been made (*Academe*, 2000).

An Examination Of The Role Of Higher Education In Perpetuating Group Differences

Hiramoto (1995) stated that the civil rights legislation that required higher education institutions to establish affirmative action plans to rectify the under-representation of minorities and women is responsible for the emphasis on whom to recruit for faculty positions. Several issues surfaced as institutions moved to comply. These issues continue to have a direct impact on faculty recruitment. However, these issues cannot be understood apart from the institutional racism that marks American higher education. Issues that have emerged at this point provide the framework for understanding the ideological constructs that inform recruitment practices. Misconceptions and mistrust are fostered by the persistent and pervasive separation evident in American social patterns. In addition, these patterns of separation provide little or no opportunity to correct the racial stereotypes that are often used as justification for racial separation. Furthermore, reactions to affirmative action initiatives provide insights into how the majority views minorities. These issues are at the same time the result of ideas about group differences and factors that perpetuate categorization of racial

differences which typically dichotomize people into hierarchical order ranging from superior to inferior, from dominant to subordinate, and from civilized to savage (Camarillo, 1999).

Issues which have surfaced in response to affirmative action initiatives and which impact faculty recruitment include: the limited pool of candidates, hiring quotas or goals, the diminishment of meritocracy, and lower standards of quality teaching and research (Hiramoto, 1995). These are the issues identified by the majority who happen to be in power and who fail to see the unequal distribution of benefits and power bestowed by a stratified social structure. Ortiz and Timmerman (1995) provide an explanation for this imbalance: "the dominant group imposes its interpretation of 'other' social groups as being outside the norm. They are perceived as different and deviant, confined by stereotypical perceptions and rendered invisible" (p.88). Ackoff (1994) states, "I believe it to be obvious that our current system of higher education is socially stratified, and that it promotes and preserves such stratification in our society" (p. 74). Harris (1995) states "furthermore, once categories are formed, the process of identification takes over, leading people to classify others into two categories- those like themselves and those not like themselves" (p. 146). Camarillo (1999) states:

> How a person or group of people were categorized or classified was a powerful determinant of one's status. Relations between various groups of people were based on ideas, assumptions, preconceptions and

> misconceptions, stereotypes, notions, attitudes, sentiments, and other thoughts about how people were different (p. 3).

The foregoing offers an important insight for understanding the cultural lenses through which people see their world. Attitudes about racial minority group differences form the ideas and beliefs that in turn form the core of what is usually referred to as ideologies. "As was so often the case, these ideologies about group differentness in the U.S. equated being different to being inferior" (Camarillo, 1999, p. 3).

These ideologies have deep roots and have resulted in systematic exclusion and marginalization of minorities. Rocard (1989) reflects on the perceived depth of differences between Mexican-Americans and the American mentality in turn reinforcing a sense of superiority that encouraged White Americans to look down upon the Other and see him as nothing more than a greaser. These are the underlying ideas that resulted in the anti-minority and anti-Mexican stereotypes.

Sugrue (1999) provides an additional example.

> The data shows that in Detroit, Boston, Atlanta, and Los Angeles, many employers regularly make hiring decisions based on stereotypes about minorities and use race or ethnicity as 'signals' of desirable or undesirable work characteristics. Many employers fear that minority workers will be less reliable, prone to crime, and unwilling to work hard (¶ 4).

These stereotypes shed a critical light on recruitment practices. Plata (1996) states "pervasive attitudes that ethnic minority faculty are not as qualified

as non-ethnic minority faculty must be overcome" (p. 3). This attitude is reflected in recruiting practices that exclude minority faculty based on factors that are irrelevant to job performance or that exclude minorities based on their non-participation in a field from which they have been excluded (Plata, 1996).

One of the most common reasons cited for the lack of minority representation in academia is the "limited pool of candidates" (Hiramoto, 1995, pp. 30-33). However, indications are that qualified candidates are generally not recruited. Smith (2000) states "only 11% of these scholars were sought after, but only 3% of Puerto Ricans in the group were" (p. 49). The fact is that the best qualified criteria as defined by the majority is exclusionary by definition when applied to minorities because it uses a standard that requires active and productive participation in a field from which minorities have been traditionally excluded (Plata, 1996).

Other myths contribute to the misinformed ideas about minority faculty. Turner, Myers, and Creswell (1999) state:

> Myths about minorities in academia abound. Among those noted by Wilson (1987), Olivas (1988), Nakanishi (1993), and Smith, Wolfe, and Busenberg (1996) are: the Asian American experience in academia is "exemplary" and devoid of any racial/ethnic bias; minority women are "prime hires"; because of high demand/ low supply, minority PhDs are flooded with job offers; there are no qualified minorities; and minorities possess unexceptional credentials. (pp. 27-28)

And finally, "the scarcity of professors from minority groups perpetuates the stereotype that minorities cannot achieve as much as whites in academe" (Turner, 2000, p. 37).

The foregoing ideas inform traditional recruitment practices. The underrepresentation of minorities among college and university faculty suggest that these recruitment practices have been exclusionary and ineffective. Camarillo (1999) states "there are many troubling signs that indicate that in important areas of American life, the diversity that Hispanics add to society by virtue of their large numbers is not reflected in the institutions which have historically promoted opportunity" (p. 15).

A Review Of Texas Community Colleges Governance

The public higher education system in Texas includes 50 community college districts with over 70 campuses that enroll over 400,000 students (Brown, 1999). Each community college district has its own locally elected board of trustees. There is no statewide board for community colleges. Texas community colleges receive about 46% of their budget from the state and the remainder from local funds. State appropriations provide support for instruction and the local community provides for the physical plant and administration of the colleges (*State Structures*, Community and Technical Colleges Section ¶ 4).

Although there is no statewide board for community colleges, the Texas Higher Education Coordinating Board (THECB) is the state agency that provides leadership oversight to higher education in Texas as per the Texas Education Code. The THECB was created by the Texas Legislature in 1965 to "provide

leadership and coordination for the Texas higher education system to achieve excellence for the college education of Texas students " (THECB, 2001). The Board's responsibilities include: (a) assessment of the state of higher education in Texas, (b) development of recommendations to the Governor, Legislature, and institutions for its enhancement, and (c) establishment of policies for the efficient and effective use of the state's higher education resources (THECB, 2001).

An Examination Of Student And Faculty Composition Of Texas Community Colleges

Texas public community colleges enrolled 443,770 during the 2000 fall semester. Enrollments are expected to increase for public community colleges at a rate 1.7% annually until 2005. Annual growth rate of 1.6% is expected between 2005-2015. Community college enrollment is expected to reach 559,000 by 2015 (THECB, *Study Paper 27*, 2001). Anticipated enrollment growth is invariably linked to population growth. It is expected that minorities will comprise a large proportion of students enrolled in Texas postsecondary institutions. If the Black and Hispanic participation rate in higher education matches the white participation rate, the potential number of new students would be 425,000. This is a considerable difference from the projected 160,000 new students at the current participation rates. This represents a potential of 265,000 new minority students by 2015 (Brown, 1999). This enrollment growth is expected to impact community colleges because "in Texas, 75% of minority students entering college for the first time enroll in two- year colleges" (THECB, *Strategic Plan 2001-2005*, 2000, p. 19). In 1999, 115,437 Hispanic students

were enrolled in Texas community colleges. This figure represented 28.7 % of the total enrollment.

Changing demographics mean an eventual transformation of the student population and will require a culturally diverse faculty (Owen, Reis, & Hall, 1994). Bernal et al. (1996) state "culturally diverse faculty will be better able to enhance active learning by attending to the background of students and promoting preparation by offering role models and mentors who will communicate the possibility of success to students and share the students' world views" (p. 2). It is important for all students to be exposed to minority faculty. "Students of all races are entitled to the benefits of a multi-racial, multicultural teaching force whose members serve ably as role models and mentors" (Owens, Reis, & Hall, 1994, p. 58). Turner (2000) states, "from this point of view, encouraging diversity among students and faculty is a matter of educational quality as well as equality" (p. 35). Indications are "...that racial and ethnic diversity on campus provides educational benefits for *all* students- minority and white alike- that cannot be duplicated in a racially and ethnically homogeneous setting" (ACE & AAUP, 2000, p. 3).

Community college enrollment and faculty composition of Texas higher education institutions parallels the national pattern. The 1998 *Status Report* prepared by the THECB documents ethnic representation among faculty as follows: "whites comprise approximately 82% of faculty at public community and technical colleges and 81% at universities; Blacks and Hispanics comprise 4.5% and 5.8% respectively of faculty at public universities and 5.5% and 10% respectively among community college faculty" (*Status Report,* 1998, p.25).

However, Blacks comprised 11.8% and Hispanics 27.0% of the general population.

Qualifications for Texas college faculty are outlined in the Texas Administrative Code: " each faculty member teaching in an academic associate or baccalaureate level degree program shall have at least a master's degree from an institution accredited by a recognized agency or a regional accrediting agency with at least 18 graduate semester credit hours in the discipline being taught" (Texas Administrative Code, Title 19, Education, Part 1). This rule effectively means that community college instructors in an academic discipline should possess a Master's degree at a minimum. However, there is no requirement beyond the Master's degree.

A Review Of Educational Attainment By Texas Hispanics

In Texas, Hispanics earned 1,991 Master's degrees and 100 Doctoral degrees in 1999. These are important numerical gains from 1989 when Hispanics earned 802 Master's degrees and 51 doctorates (THECB *Report 0020*, 2000). Studies to date conclude that there is an inadequate pool of applicants for faculty positions (THECB, 1997). A review of the data suggests progress but also reveals a huge gap in academic achievement. Hispanic graduates received 12,489 Masters degrees and 740 doctorates from Texas institutions between 1989-1998 for a total of 13,229 credentials. An additional 1,325 Hispanics received first professional degrees from Texas institutions during this time (THECB *Report 0020*, 2000). This total suggests a minimum of 13,229 credentialed and qualified Hispanics according to the Texas Education Code.

Table 1 prepared by Dr. Paul Grubb of the THECB documents the per year totals and increases in the number of Hispanics earning a Master's degree from Texas public universities between 1989 and 1998. Hispanics earned 6.0% of total degrees in 1989 and 10.3% of total degrees in 1998.

Table 1

Master Degrees Awarded By Texas Universities 1989- 1998

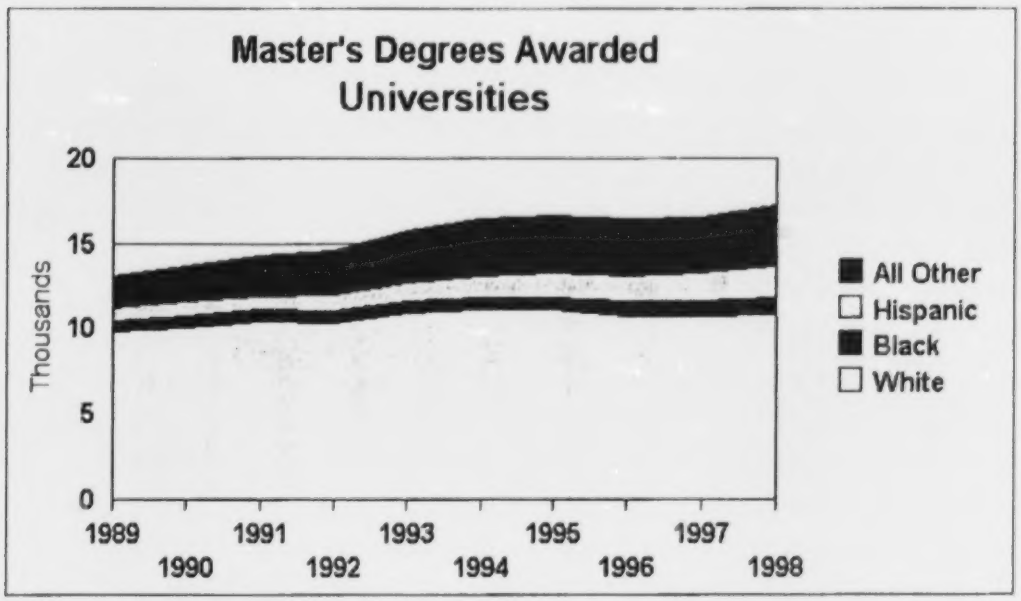
Year	White	Black	Hispanic	Asian	Native American	International	All Other	Total
1989	9,873	579	802	442	66	1,433	1,941	13,195
1990	10,079	704	863	480	69	1,547	2,096	13,742
1991	10,456	644	926	558	67	1,682	2,307	14,333
1992	10,369	664	1,036	500	38	2,078	2,616	14,685
1993	10,913	751	1,104	536	54	2,458	3,048	15,816
1994	11,173	774	1,249	606	55	2,675	3,336	16,532
1995	11,131	801	1,486	671	69	2,587	3,327	16,745
1996	10,771	935	1,522	718	72	2,516	3,306	16,534
1997	10,705	978	1,713	646	65	2,534	3,245	16,641
1998	10,852	1,098	1,788	655	77	2,811	3,543	17,318

Note: From: "Master Degrees Awarded 1989- 1998," by Paul Grubb. 1999. THECB.

Figure 1 prepared by Dr. Paul Grubb of the THECB shows the number of Masters degrees awarded by Texas Universities. The number of degrees received by Hispanics represents a 5.3% increase of the total between 1989 and 1998.

Figure 1

Master Degrees Awarded By Texas Universities 1989- 1998



Note: From: "Master Degrees Awarded 1989- 1998," by Paul Grubb. 1999. THECB.

Table 2 prepared by Dr. Paul Grubb of the THECB documents per year totals and increase in the number of Hispanics earning a doctorate from Texas public universities between 1989 and 1998. Hispanics earned 2.9% of doctorates in 1989 and 5.6% in 1998

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Table 2

Doctoral Degrees Awarded By Texas Public Universities, 1989 - 1998

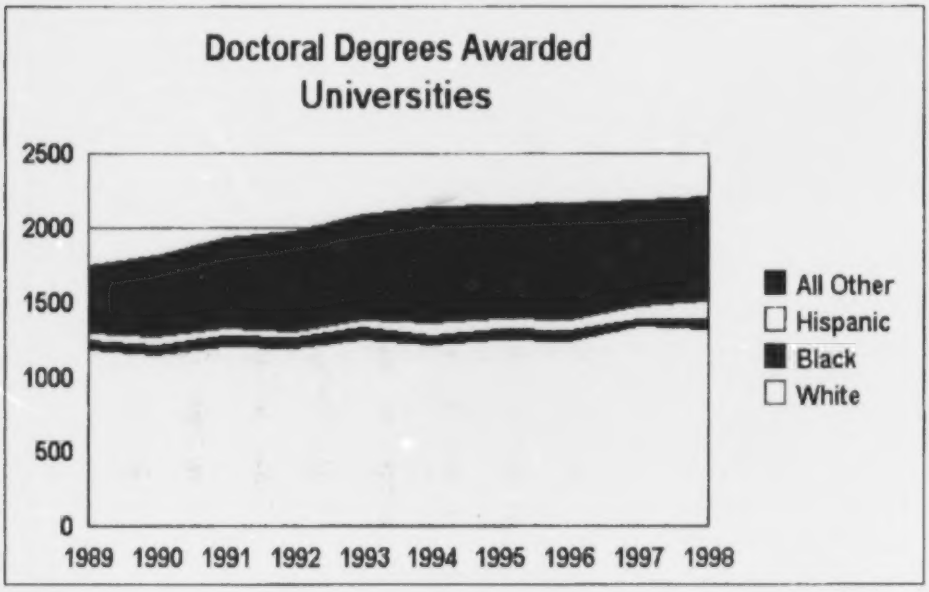
Year	White	Black	Hispanic	Asian	Native American	International	All Other	Total
1989	1,193	55	51	71	4	373	448	1,747
1990	1,151	60	67	73	12	450	535	1,813
1991	1,207	72	56	87	4	506	597	1,932
1992	1,205	60	50	66	6	598	670	1,985
1993	1,259	77	58	107	2	592	701	2,095
1994	1,218	60	84	167	4	611	782	2,144
1995	1,257	64	82	140	3	618	761	2,164
1996	1,239	71	81	134	4	643	781	2,172
1997	1,344	51	86	106	8	597	711	2,192
1998	1,317	73	125	87	8	605	700	2,222

Note: From: "Doctoral Degrees Awarded 1989- 1998," by Paul Grubb. 1999. THECB.

Figure 2 prepared by Dr. Paul Grubb shows the number of doctoral degrees awarded by Texas Universities. Figure 2 shows a very small increase, 2.7%, in the number of awards received by Hispanics between 1989 and 1998.

Figure 2

Doctoral Degrees Awarded by Texas Universities, 1989 - 1998



Note: From: "Doctoral Degrees Awarded 1989- 1998," by Paul Grubb. 1999. THECB.

Figures 1 and 2 provide a graphic representation of increases in the number of master degrees, Figure 1, and the number of doctorates, Figure 2, awarded to Hispanics by Texas Universities between 1989-1998.

A Review Of Hispanic Faculty Employment Trends In Texas Community Colleges

The number of faculty positions in Texas community colleges increased by 5,771 from 17,644 in 1989 to 23,415 in 1998 (THECB *Total Faculty 0020*, 2000). During this time 1,125 Hispanics representing 8.5% of the available pool assumed faculty positions in Texas community colleges. However, this total represents approximately 19.5% of the total openings available.

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Table 3 prepared by Dr. Grubb documents the increase of minorities among Texas community college faculty between 1980- 1998. Hispanic faculty representation increased from 906 in 1989 to 2,589 in 1998 for a gain of 1,683. This represents an increase from 6.4% of total faculty in 1980 to 11% in 1998.

Table 3

Total Faculty In Texas Public Community and Technical Colleges 1980 - 1998

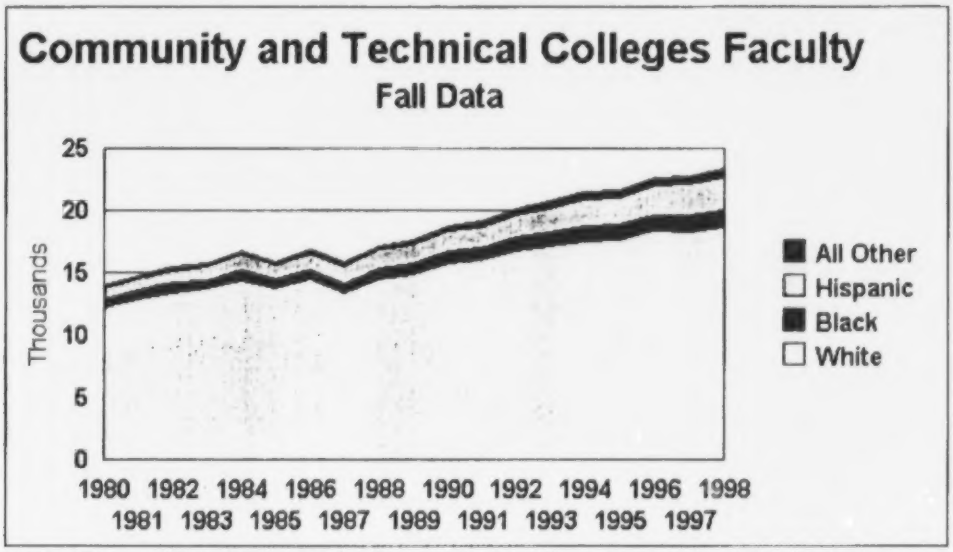
Year	White	Black	Hispanic	Asian	Native American	International	All Other	Total
1980	12,315	611	906	88	57	52	197	14,029
1981	12,903	722	952	106	65	70	241	14,818
1982	13,488	769	985	131	67	74	272	15,514
1983	13,752	736	1,037	148	68	56	272	15,797
1984	14,413	886	1,212	162	90	48	300	16,811
1985	13,830	776	1,110	174	67	30	271	15,987
1986	14,524	811	1,270	199	66	26	291	16,896
1987	13,473	757	1,339	226	70	22	318	15,887
1988	14,604	834	1,440	222	79	18	319	17,197
1989	14,937	878	1,464	258	84	23	365	17,644
1990	15,851	962	1,592	328	76	30	434	18,839
1991	16,024	1,010	1,648	325	83	44	452	19,134
1992	16,776	1,104	1,773	387	96	46	529	20,182
1993	17,191	1,154	1,886	413	103	55	571	20,802
1994	17,604	1,157	2,177	464	109	75	648	21,586
1995	17,701	1,195	2,162	478	111	35	624	21,682
1996	18,375	1,334	2,341	534	118	32	684	22,734
1997	18,326	1,380	2,443	531	126	35	692	22,841
1998	18,669	1,448	2,589	534	129	46	709	23,415

Note: From: "Total Faculty In Texas Public Community and Technical Colleges 1980- 1998," by Paul Grubb. 1999. THECB.

Figure 3 prepared by Dr. Paul Grubb of the THECB documents an increase of 1,683 faculty positions assumed by Hispanics. This total represents an increase from 6.4% of total faculty in 1989 to 11% of total faculty in 1998.

Figure 3

Total Faculty In Texas Public Community and Technical Colleges 1980-1998



Note: From: "Total Faculty In Texas Public Community and Technical Colleges 1980- 1998," by Paul Grubb. 1999. THECB.

Data from Texas community colleges for 1999 are listed in Appendix C. While Hispanics represent 11% of community college faculty, they are unevenly distributed throughout the community colleges in the state ranging from 0.0% to 69.9% as shown in Appendix C.

THECB data suggest that Hispanic faculty representation in Texas community colleges does not reflect the Hispanic representation in the state. *The Advisory Committee on Women And Minority Faculty And Professional Staff Final Report* (THECB, 1997) cited several factors that exacerbate the pipeline problem: (a) failure to groom minority and women potential applicants throughout the academic pipeline, (b) inadequate encouragement provided by faculty and administrators, (c) the lack of support systems in a hostile graduate school

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environment, and (d) passive potential employers unwilling to recruit or retrain minorities and women.

A Review Of Texas Efforts To Improve Access To Higher Education

Texas recent history is marked by efforts to improve access to higher education at all levels. Indications are that progress has been made. However, a thorough review of initiatives must include an examination of events that generated them. The first initiative was implemented in 1983. This *Texas Plan* was developed in response to an investigation of higher education in Texas conducted by the U.S. Department of Education's Office for Civil Rights (OCR) between 1978 and 1980. This review by the OCR was the result of the *Adams v. Richardson* (1970) case. This case alleged that the U.S. Department of Health, Education, and Welfare (HEW) had failed to implement and enforce Title VI of the Civil Rights Act of 1964 to eliminate racial discrimination in higher education. In 1973, the Department of Education was ordered to investigate higher education in six states, including Texas, and to issue guidelines for desegregation efforts in those states. OCR concluded that Texas had failed to eliminate the vestiges of its former *de jure* racially dual system of public higher education. In response, and to avoid enforcement proceedings, Governor William Clements developed a voluntary plan in compliance with the guidelines issued by OCR to desegregate and increase the representation of Blacks and Hispanics in Texas institutions of higher education. A final plan, the *Texas Educational Opportunity Plan for Public Higher Education*, was submitted by the state and

accepted by OCR in June 1983. This *Texas Plan* was federally monitored and effective from 1983 to 1988.

A second five-year plan, initiated by Governor Clements without a federal mandate, was effective from September 1989 to August 1994 and continued the efforts of the first plan.

A third plan, *Access and Equity 2000*, effective in September 1994 and designed to take Texas into the next century, was created under the leadership of Governor Ann Richards to continue and build upon previous efforts.

A fourth plan, "*Closing The Gaps By 2015*" is in the initial stages of implementation. These four plans span a period of 32 years from 1983-2015. Indications are that the next few years will mark a critical period in the state's history as Texas undergoes a fundamental change in demographics. Every effort to provide access to the benefits of higher education for all Texans is deemed vital. This commitment to providing educational opportunity is evident in the *Texas Charter for Higher Education* (1987): "the charter...reaffirms a commitment of the highest levels of state government to improve academic quality and to bring educational opportunity within the reach of every young Texan" (p. 1).

The *Access and Equity* Plan continued the efforts begun under the initial Texas plan. This plan has produced noticeable gains in minority participation and attainment of higher education. During the period from 1989-1994 the number of Hispanics earning Master's degrees increased from 802 per year to

1249 per year. In addition the number of doctorates awarded to Hispanics increased from 51 in 1989 to 84 in 1994.

The *Access and Equity* Plan provided goals and objectives. It was undergirded by the following conviction: "in a democratic society, public institutions of higher education should reflect the makeup of the larger society they serve" (p.14). Goal 3 of this plan is: "Continually Increase the Number and Proportion of Black and Hispanic Faculty, Administrators, and Professional Staff Toward a Parity with Their Proportional Representation in the Population" (Access and Equity, p.14). Specific objectives included:

> (a) hiring goals at each institution to increase the number and proportion of Black and Hispanic faculty, administrators, and professional staff, (b) implement programs to enhance the positive factors and eliminate the negative factors in the community that influence recruitment, (c) develop job postings and hiring practices that encourage more minority applicants and increase their success rate in obtaining positions, (d) regional and national recruitment efforts and competitive salaries, (e) review of search committee practices and biases with emphasis on correction, (f) creation of an on-line statewide job bank, financially supported by every institution, that allows job candidates to choose from a diverse list of opportunities, (g) institutions to develop networks to refer external minority candidates to job openings at other institutions, (h) staff could be encouraged to pursue professional development opportunities that allow them to move into professional administrative positions, (i) development of mentoring

relationships with senior administrators and senior faculty members. (j) development of innovative approaches for developing and seeking additional or untapped sources of minority faculty and professional administrator candidates (*Access and Equity*, pp. 14-15).

Texas' recent history has been proactive in providing educational opportunities for all Texans. The data suggest that retention efforts are needed throughout the educational pipeline. Although there has been a very small increase in the number of Master's and Doctoral degrees earned by minorities in Texas, the numbers do not begin to reflect the minority representation in the state. The increase may be encouraging but not as much when one considers that Hispanics comprised 28.5 % of the Texas population in 1997 but only earned 10.3% of master's degrees and 5.6% of doctorates awarded in 1998.

Dr. Steven Murdock has noted the demographic imperative as cited in *Final Report of The Advisory Committee on Women and Minority Faculty and Professional Staff* (1997): "the future of Texas is tied to the future of its minority population. How well they (minorities) do is how well the state will do" (p. 2). Indications are that the Texas goal of an educated populace requires the identification of effective recruitment and retention strategies throughout the academic pipeline in order to promote minority participation at all levels of higher education. If Hispanics as a people are to share in the benefits of higher education, there must be an increase in the number of graduate degrees earned by Hispanics. The entire educational pipeline requires attention.

Texas Hispanics are making progress in terms of the number of graduates with advanced degrees (THECB *Report 0020*, 2000). However, progress in terms of obtaining faculty positions must be accelerated. The Access and Equity Plan indicates "doctoral degrees are an important milestone on the road to many research and faculty positions, and the state's inability to award more of these degrees to Blacks and Hispanics will seriously impede efforts to increase the woefully inadequate number of Black and Hispanic faculty...at the state's institutions of higher education" (p.5).

This project focuses on identifying the factors associated with the successful institutional hiring of Hispanic faculty in Texas community colleges. Effective recruitment practices developed and employed by Texas community colleges as these pertain to Hispanic faculty are identified. The question to be addressed is: "What factors are associated with the successful recruitment and ultimately hiring of Hispanic faculty in Texas community colleges?"

Garza (1984) suggests that the representation of Hispanics in the staffing patterns at community colleges can be improved. The first step is to establish long-term programs that promote the institutionalization of positive change for Hispanic achievement.

Hispanic Prospects For Faculty Positions In Texas Community Colleges

Population growth in Texas between 2000- 2015 is expected at a 2% annual rate. Hispanics will continue to be the fastest growing group and are expected to comprise 39% of the state population by 2015 up from 31% in 2000

(*Study Paper* 27, 2001). Furthermore, the Hispanic population will comprise 40.2% of the state population by 2025 (THECB, *Strategic plan98*, 1995).

The Texas State Data Center (2000) projects the Texas population to reach 26,689,929 by 2015 and 31,864,080 by 2025. Growth projections are that 80% of the increase in students will occur in South Texas, Dallas/ Ft. Worth Metroplex, and the Houston/ Gulf Coast region (Reconstructing the Educational Pipeline, 1999). Figure 4 (Study Paper 27,2001, p.4) depicting the State Comptrollers 10 service regions provides a reference for identifying the community colleges most likely to experience the greatest growth. It is anticipated that enrollment in the Gulf Coast region's 14 community colleges will reach 137,986 by 2015. The enrollment of the 16 community colleges in the Metroplex will reach 134,987. The enrollment of the 8 community colleges in the South Texas region will reach 107,331 (*Study Paper* 27, 2001).

Figure 4

Comptrollers Ten Service Regions

Note: From: "Comptrollers Ten Service Regions," Study Paper 27, 2001. THECB.

Texas public community colleges enrolled 435,323 during the 1999 fall semester (THECB, *Statistical Report 2000*, Summary of Headcount 1995-1999). THECB data list a total of 23,772 faculty in 1999 (*Statistical Report 2000*, Faculty Section). The preceding enrollment figures and total faculty represent a faculty to student ratio of 1:18.

Community college enrollment is expected to reach 559,000 by 2015 (THECB, *Study Paper 27*, 2001). If the 1:18 ratio is maintained 31,055 faculty members will be needed. This represents an increase of 7,284 openings. All things being equal, Hispanics could conceivably find employment as faculty in Texas community colleges. However, Hispanics would need to fill 39% of all

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community college faculty positions by 2015 in order to be representative of the general population.

Summary

The literature suggests several factors that contribute to successful recruitment of Hispanic faculty. However, it remains to be seen what part, if any, these factors have played in the recruitment efforts employed by Texas community colleges. The factors that influence recruitment efforts may be grouped as follows: "institutional", "environmental", and "recruitment" factors.

"Institutional" factors include the following attitudinal and structural factors: a commitment to diversity at the highest levels of administration, a clear articulation of college mission in regard to diversity, an ethnic vice president of academic affairs, ethnic representation on the boards of trustees, economic constraints, faculty commitment to diversity, and institutional climate.

"Environmental" factors include the following: geographic location, ethnic composition of the community and service area, the size of the institution, ethnic composition of the college community, proximity to a university, quality of life issues, and the demographic imperative.

"Recruitment" factors include: an expanded and inclusive process for evaluating credentials and work experience, ethnic representation on the search committee, the practice of having a top level administrator meet with search committees early in the process to reiterate the importance of diversity. These are the factors identified in the literature as being significant in the recruitment of Hispanic faculty.

CHAPTER III

METHODOLOGY

This research project identifies factors associated with the successful hiring of Hispanic faculty in Texas community colleges. A disconnect between the importance of Hispanic faculty in retention of Hispanic students and the hiring rate of Hispanic faculty in Texas community colleges is documented in the preceding literature review. The 1998 data from the Texas Higher Education Coordinating Board (THECB) show Hispanics comprised 11% of community college faculty (THECB, *Status Report*, 1998). Population data show Hispanics comprised 30% of the general population of Texas in 1998 (Brown, 1999). This project, in seeking to identify factors associated with the successful hiring of Hispanic faculty, examines this disparity.

The literature review, insofar as it pertains to Texas, accomplishes the following: (a) outlines a fundamental population shift in Texas, (b) documents dramatic Hispanic population growth projections, (c) establishes a need for increasing the rate of minority participation in higher education, (d) confirms the importance of Texas community colleges in providing access to higher education to minority students and particularly to Hispanics, (e) substantiates a connection between retention of minority students and the presence of minority faculty, and, (f) highlights the underrepresentation of Hispanics among Texas community college faculty. This project seeks to identify factors associated with the successful institutional hiring of Hispanic faculty and in so doing examines recruitment and employment practices in Texas community colleges.

Research Questions

This study has been guided by the following research questions:

1. What is the effect of "institutional factors" on the successful institutional hiring of Hispanic faculty in Texas community colleges?
2. What is the effect of "environmental factors" on the successful institutional hiring of Hispanic faculty in Texas community colleges?
3. What is the effect of "recruitment factors" on the successful institutional hiring of Hispanic faculty in Texas community colleges?
4. What is the effect of gender on the perception of the significance of "institutional factors" on the successful institutional hiring of Hispanic faculty in Texas community colleges?
5. What is the effect of gender on the perception of the significance of "environmental factors" on the successful institutional hiring of Hispanic faculty in Texas community colleges?
6. What is the effect of gender on the perception of the significance of "recruitment factors" on the successful institutional hiring of Hispanic faculty in Texas community colleges?
7. What is the effect of institution size on the perception of the significance of "institutional factors" on the successful institutional hiring of Hispanic faculty in Texas community colleges?

8. What is the effect of institution size on the perception of the significance of "environmental factors" on the successful institutional hiring of Hispanic faculty in Texas community colleges?
9. What is the effect of institution size on the perception of the significance of "recruitment factors" on the successful institutional hiring of Hispanic faculty in Texas community colleges?

Research Hypotheses

The following research hypotheses provide the structure for investigation:

1. One or more of the 15 measures of the "institutional factors" has a significant effect on the successful institutional hiring of Hispanic faculty in Texas community colleges.
2. One or more of the 10 measures of the "environmental factors" has a significant effect on the successful institutional hiring of Hispanic faculty in Texas community colleges.
3. One or more of the 10 measures of the "recruitment factors" has a significant effect on the successful institutional hiring of Hispanic faculty in Texas community colleges.
4. Gender affects the perception of significance of one or more of the 15 measures of the "institutional factors" related to the institutional hiring of Hispanic faculty in Texas community colleges.
5. Gender affects the perception of significance of one or more of the 10 measures of the "environmental factors" related to the

successful institutional hiring of Hispanic faculty in Texas community colleges.

6. Gender affects the perception of significance of one or more of the 10 measures of the "recruitment factors" related to the successful institutional hiring of Hispanic faculty in Texas community colleges.
7. Institution size affects the perception of significance of one or more of the 15 measures of the "institutional factors" related to the successful institutional hiring of Hispanic faculty in Texas community colleges.
8. Institution size affects the perception of significance of one or more of the 10 measures of the "environmental factors" related to the successful institutional hiring of Hispanic faculty in Texas community colleges.
9. Institution size affects the perception of significance of one or more of the 10 measures of the "recruitment factors" related to the successful institutional hiring of Hispanic faculty in Texas community colleges.

Null Hypotheses

The following null hypotheses are tested:

1. There is no significant difference between “successful” and “unsuccessful” colleges on any of the 15 measures of "institutional factors" that relate to the successful institutional hiring of Hispanic faculty in Texas community colleges.

2. There is no significant difference between "successful" and "unsuccessful" colleges on any of the 10 measures of "environmental factors" that relate to the successful institutional hiring of Hispanic faculty in Texas community colleges
3. There is no significant difference between "successful" and "unsuccessful" colleges on any of the 10 measures of "recruitment factors" that relate to the successful institutional hiring of Hispanic faculty in Texas community colleges
4. Gender has no effect on the perception of significance of one or more of the 15 measures of the "institutional factors" related to the successful institutional hiring of Hispanic faculty in Texas community colleges.
5. Gender has no effect on the perception of significance of one or more of the 10 measures of the "environmental factors" related to the successful institutional hiring of Hispanic faculty in Texas community colleges.
6. Gender has no effect on the perception of significance of one or more of the 10 measures of the "recruitment factors" related to the successful institutional hiring of Hispanic faculty in Texas community colleges.
7. Institution size has no effect on the perception of significance of one or more of the 15 measures of the "institutional factors" related

to the successful institutional hiring of Hispanic faculty in Texas community colleges.

8. Institution size has no effect on the perception of significance of one or more of the 10 measures of the "environmental factors" related to the successful institutional hiring of Hispanic faculty in Texas community colleges.
9. Institution size has no effect on the perception of significance of one or more of the 15 measures of the "recruitment factors" related to the successful institutional hiring of Hispanic faculty in Texas community colleges.

Research Design

The study uses a causal-comparative research design to examine administrators' and Hispanic faculty perspectives regarding hiring practices in Texas community colleges. Causal-comparative research attempts to establish cause-effect relationships and involves group comparisons. The basic approach involves starting with an effect and seeking possible causes. This approach is called retrospective since it starts with effects and investigates causes (Gay, 1996).

In causal-comparative studies the independent variable or cause is not manipulated; it has already occurred. Independent variables in causal-comparative studies are variables that cannot be manipulated, should not be manipulated, or simply are not manipulated but could be. "In causal-comparative research, groups are compared on some dependent variable; these groups,

however, are different on some variable before the study begins" (Gay, 1996). Because of the lack of manipulation and control, causal-comparative relationships established are at best tenuous and tentative.

Advantages of causal-comparative studies include: (a) the investigation of variables that cannot or should not be investigated experimentally, (b) facilitation of decision making, (c) less expense, (d) reduced time requirements to conduct, and (e) guidance to experimental studies designed to confirm or disconfirm the findings.

Limitations of causal-comparative research include: (a) lack of the same kinds of controls used in an experimental study since the independent variable has already occurred, and (b) need for caution in interpretations since relationships established are tenuous and tentative (Gay, 1996).

Description of Variables

The major difference between causal-comparative and experimental research is that in experimental research, the alleged "cause" is manipulated and in causal-comparative research it is not. "Only experimental research can truly establish cause-effect relationships. In a causal-comparative study the independent variable, or "cause" is not manipulated: it has already occurred" (Gay, 1996, p. 23).

Gay (1996) states "the dependent variable, also referred to as the criterion variable, effect, or posttest, is the outcome of the study, the change or difference in groups that occurs as a result of manipulation of the independent variable. It is referred to as the dependent variable since it is "dependent" on the independent

variable. The only restriction on the dependent variable is that it represents an outcome that is measurable" (p. 342).

Since this study attempts to identify factors associated with the successful hiring of Hispanic faculty, the process includes a review of existing conditions in Texas community colleges relative to the underrepresentation of Hispanics among faculty. The dependent variable in this study is the rate of Hispanic faculty representation among the faculty at each community college in Texas.

The independent variables in this project are the "institutional factors", "environmental factors", and "recruitment factors" as operationally defined.

Operational Definition of Factors

1. Institutional factors- In this study, "institutional factors" are a direct function of the following:
    a. An institutional commitment to diversity at the highest levels,
    b. A consistent reiteration of the importance of inclusion,
    c. The ethnic composition of the institutional hierarchy,
    d. An institutional commitment to faculty diversity reflected in on-going recruitment efforts,
    e. The institutional use of social networks in aggressively seeking qualified Hispanic faculty candidates,
    f. An institutional conviction that qualified Hispanic faculty are available,
    g. An institutional commitment to affirmative action,
    h. An institutional commitment to having Hispanic faculty representation comparable to the composition of the service area,

i. An institutional conviction that minority students benefit from a diverse faculty,

j. An institutional conviction that all students benefit from a diverse faculty,

k. An institutional practice of reviewing the effect of applicant pool commitment to diversity,

l. An institutional culture marked by the absence of racial conflict,

m. An institutional culture marked by open communication among faculty of different ethnic origins,

n. A practice of providing incentives to recruit Hispanic faculty,

o. An institutional commitment to keeping candidate pools open until qualified Hispanic candidates are found

2. Environmental factors- In this study, "environmental factors" are a direct function of the following:

a. The institutional practice of providing faculty candidates information packets about the campus and local community,

b. The geographic location of the institution,

c. The ethnic/ racial composition of the service area,

d. A Hispanic presence in the local community,

e. Economic issues,

f. The presence of Hispanic faculty in the institution,

g. The practice of having other institutional Hispanic staff professionals on search committees,

h. A perception regarding Hispanics "fitting in" the community,

i. A perception regarding Hispanics faculty mobility and marketability,

j. A perception regarding Hispanics preference for employment in business or industry.

3. Recruitment factors - In this study, " recruitment factors " are a direct function of the following:

a. A process that values non-academic experience,

b. Clearly defined position descriptions,

c. The use of minority media,

d. A process which uses business and industry partnerships in seeking potential faculty,

e. Hispanic faculty membership on search committees,

f. Hispanic service area professionals on search committees,

g. Predetermined selection criteria for rating minimum and preferred qualifications,

h. A focus on finding the best qualified candidate,

i. An early consensus on rating different qualifications,

j. Perceptions regarding availability of qualified Hispanic faculty.

Operational Definition of Success

This study compares "successful" and "unsuccessful" Texas community colleges relative to the hiring and thus the representation of Hispanics among faculty. Several reasons including the expectation that students will function in a multicultural world, the benefits of diversity, and the projected growth of the

Hispanic population in Texas suggest a focus on the general population rather than on the local student enrollment. Since Hispanics comprised 30% of the general Texas population in 1998, this study uses this figure as the measure of success. Community colleges with Hispanic faculty representation at 30% or higher are considered to be "successful". Texas community colleges with a rate of Hispanic faculty representation of less than 30% are considered "unsuccessful". Although Hispanics comprised 31% of the Texas population in 2000, the 1998 rate has been chosen to insure a more adequate representation of colleges in this category. The data show seven Texas community colleges with Hispanic faculty representation of 30% or more. The 30% rate was chosen to preserve adequate representation among "successful" colleges.

The data relative to the benefits of diversity for society in general continues to accumulate. The American Council on Education (ACE) report on diversity (2000) affirms "hundreds of colleges and universities recognize the educational value of diversity and view student and faculty diversity as an essential resource for optimizing teaching and learning" (p.1). In addition, "campus diversity is desirable and beneficial for all students and faculty" (ACE, 2000, p. 4). The American Association of State Colleges and Universities (1999) report states " evidence suggests that diversity within education institutions increases opportunities for learning and the future success of students" (p.17). Apodaca (2001) asserts "the goal must be broadened to include equitable representation in graduate and professional programs and among the faculty and administrators of colleges and universities" (p. 2). Lopez (1996) states "a

measure of an integrated, socially cohesive society is the degree to which minority members are represented in the professional elites" (p. 55). Finally, Carnevale reiterates "diverse work groups and customers are not only inevitable, they also are more efficient, flexible, and creative at a time when the intensity and complexity of organizational life and economic competition reward these behaviors the most" (ACE, 1999).

Subjects of the Study

This study targets community colleges in the United States. The populations addressed included Hispanic faculty representing all Texas community colleges. All college presidents and administrators responsible for hiring faculty at the 75 public community colleges in Texas were included as part of the sample population. This researcher chose to survey individual campuses instead of college districts because of: (a) the influence of the culture in a particular institution, and (b) the leadership influence that a particular president or administrator can have on hiring practices that may not be evident or that may differ from district practices.

A database for administrative officers and Hispanic faculty was constructed. Although contact information for college presidents was readily available, such information for other administrative officers was not available due to the differences in assignments. The same type of problem was encountered in the search for a database of Hispanic faculty.

The database construction process included searches of Texas Higher Education Coordinating Board databases, reviews of membership lists from

professional organizations, faculty lists from individual college districts, and searches of individual college websites. Listings, titles, teaching assignments, and contact information that formed the subsequent database were obtained from the preceding sources.

The administrative officers database was limited to the college president, chief academic officer, personnel officer, and the affirmative action officer and totaled 300. All of these 300 comprised the sample of administrative officers.

A table of random numbers (Gay, 1996) was used to select the sample of 300 Hispanic faculty from the database of approximately 1800. The list did not include adjunct faculty, retired faculty, or counselors often listed as faculty as noted by Apodaca (2000). Individuals included in the sample were fulltime faculty, Spanish surname, and were selected at random.

Description of the Instruments

Two survey instruments that employ a 7-point Likert scale were utilized. The scale employs the following points: Very Strongly Agree, Strongly Agree, Agree, Undecided/ Can't Say, Disagree, Strongly Disagree, Very Strongly Disagree.

The development of the survey instruments followed the steps suggested for survey research. A hierarchical method was employed to define the problem and for survey question development. The hierarchical method begins by stating the most general question to be answered, followed by more specific questions in hierarchical fashion under each general question, ending with several very specific questions to be answered by the survey (Fraenkel, 1996, p 370).

The surveys elicited information relative to the following: (a) demographics, (b) the effect of "institutional factors" on the hiring of Hispanic faculty, (c) the effect of "environmental factors" on the hiring of Hispanic faculty, and, (d) the effect of "recruitment factors" on the hiring of Hispanic faculty.

The survey instruments were developed in light of the factors identified in the literature. These two instruments were used to examine recruitment and hence hiring practices in Texas community colleges. The first survey solicited information from the following administrative officers: the college president, chief academic officer, personnel officer, and affirmative action officer. It was assumed that these institutional representatives would be knowledgeable about the practices of their institutions and responsible for recruitment and hiring of faculty.

The second survey mailed to a random sample of Hispanic community college faculty, solicited information relative to their perception of recruitment and hence hiring practices at their respective institutions. The faculty responses provided data relative to the hiring practices in use at their respective institutions.

Establishing content validity for the research instruments involved a two-step review process by panels of experts. The initial review by the dissertation committee composed of four professors resulted in approval with minor revisions. The second step involved a review and approval by a committee composed of community college faculty and administrators. The respective survey instruments were subsequently field tested with administrators and faculty respectively from a community college in South Texas.

Data Collection

This study uses three sources of evidence to examine hiring practices utilized by

Texas community colleges. The databases at the Texas Higher Education Coordinating Board (THECB) provided information relative to the goals, strategies, current representation of Hispanics among faculty, and demographic imperatives that provide the impetus for review. The surveys mailed to college administrators provided information pertinent to a particular institution's perception and utilization of identified factors that contribute to effective hiring practices. The surveys mailed to faculty provided information relative to Hispanic faculty perceptions of the effectiveness of institutional practices.

Data gathering followed the procedures outlined by Bailey (1994): (a) initial mailing, (b) reminder letter two weeks later, (3) additional letter and survey three weeks after initial mailing, and (4) follow up call one week after second survey mailing (p.163). A total of 600 surveys were mailed out and a final total of 226 responded for a total response rate of 38%. A faculty response rate of 29% yielded 86 returned surveys. The institutional administrators' response rate of 47% yielded a total of 140 responses.

Surveys were mailed once approval was granted by the Texas A & M University Corpus Christi Institutional Review Board for research involving human subjects. This approval to proceed was granted in mid March 2002. First mailing was done during the first week of April 2002 and second mailing three weeks later. Final calls to non-respondents were completed the first week in May 2002.

Data Analysis

Descriptive statistics were obtained by analyzing the data collected using the Statistical Package for the Social Sciences (SPSS). Analyses of the data include descriptive and inferential statistics. The *t*-test is used to determine if there is a significant difference among the means of the groups.

The following comparisons are made to determine differences in the means of the following groups: (a) administrators and faculty from colleges that have been more "successful" in their hiring of Hispanic faculty and those that have been "unsuccessful" as operationally defined, (b) male and female respondents, and (c) regional and medium size community colleges as operationally defined.

Non-respondent perspectives were obtained through follow-up calls to a small, randomly selected group. The results were compared to the respondent perspectives to determine differences. An examination of the data revealed no significant differences.

Descriptive statistics

Descriptive statistics are used to describe the basic features of the data in a study. They provide simple summaries about the sample and the measures. (Torchim, 2001, Descriptive Statistics Section ¶ 1) They are used to present quantitative descriptions in a manageable form. Descriptive statistics fall into three main categories: (a) measures of position describe where the data are concentrated (or central tendency), (b) measures of variability measure the dispersion of the data set, (c) and measures of skewness which are concerned

with whether the data are symmetrically distributed, or the shape of the distribution. (Torchim, 2001, Descriptive Statistics Section ¶s 7-15)

Inferential Statistics

Popham and Sirotnik (1992) state:

> The second purpose of statistics is to allow a researcher or evaluator to draw better inferences as to whether a phenomenon observed in relatively small numbers of individuals considered in an investigation can be legitimately generalized to a larger number of individuals. Inferential statistics is concerned with making inferences about relationships among variables, i.e., attributes or characteristics that vary among individual beings, objects, or events (p. 6).

Inferential statistics are used to reach conclusions that extend beyond the immediate data alone. They are used to infer from the sample data what the population parameters are. Thus, inferential statistics are used to make inferences from the data to more general conditions (Torchim, 2001, Inferential Statistics Section ¶ 1). Inferential statistics are used to investigate differences between two populations.

Analysis

The null hypotheses tested were:

1. There is no significant difference between successful and unsuccessful colleges on any of the 15 measures of "institutional factors" that relate to the successful institutional hiring of Hispanic faculty in Texas community colleges.

2. There is no significant difference between successful and unsuccessful colleges on any of the 10 measures of "environmental factors" that relate to the successful institutional hiring of Hispanic faculty in Texas community colleges
3. There is no significant difference between successful and unsuccessful colleges on any of the 10 measures of "recruitment factors" that relate to the successful institutional hiring of Hispanic faculty in Texas community colleges
4. Gender has no effect on the perception of significance of one or more of the 15 measures of the "institutional factors" related to the successful institutional hiring of Hispanic faculty in Texas community colleges.
5. Gender has no effect on the perception of significance of one or more of the 10 measures of the "environmental factors" related to the successful institutional hiring of Hispanic faculty in Texas community colleges.
6. Gender has no effect on the perception of significance of one or more of the 10 measures of the "recruitment factors" related to the successful institutional hiring of Hispanic faculty in Texas community colleges.
7. Institution size has no effect on the perception of significance of one or more of the 15 measures of the "institutional factors" related to the

successful institutional hiring of Hispanic faculty in Texas community colleges.

8. Institution size has no effect on the perception of significance of one or more of the 10 measures of the "environmental factors" related to the successful institutional hiring of Hispanic faculty in Texas community colleges.
9. Institution size has no effect on the perception of significance of one or more of the 15 measures of the "recruitment factors" related to the successful institutional hiring of Hispanic faculty in Texas community colleges.

Group Comparisons

The following comparisons are made to determine differences in the means of the following groups: (a) respondents from colleges that have been more "successful" in their hiring of Hispanic faculty and those that have been "unsuccessful" as operationally defined, (b) male and female respondents, and (c) regional and medium size community colleges as operationally defined.

The comparison between regional and medium size community colleges is considered important because of the distribution of the projected population growth and the influence that these large regional community colleges will have on Hispanic educational attainment. The population growth and hence college enrollment growth is primarily expected in the Dallas- Ft. Worth Metroplex, Gulf Coast Region, and South Texas. The population in each of the service areas exceeds 1 million.

In this study, regional community colleges are identified as follows: (a) multi campus institutions, (b) enrollments that exceed 20,000 students, and (3) a service area population exceeding 1 million. The college districts within the above service areas represent the largest community college districts in the Texas. This study treats the following college districts as regional districts: Dallas Community College District, Collin County Community College District, Tarrant County Junior College District, Houston Community College District, North Harris Montgomery County College District, Alamo Community College District, and South Texas Community College District. South Texas Community College is included in this category because of the projected population growth in the region.

Summary of Methodology

This chapter describes the processes used in structuring and conducting the study. The steps discussed include (a) presentation of research questions, research hypotheses, and null hypotheses, (b) description of variables as appropriate to a casual-comparative design, (c) rationale for operational definitions, (d) description of process used for selecting the sample, (e) process of development and validation of survey instruments, (g) process of data acquisition from colleges and faculty concerning hiring practices in Texas community colleges, and (h) the steps taken in analyzing the data. Interpretation of the data and recommendations follow in subsequent chapters.

CHAPTER IV

ANALYSIS OF DATA

Introduction

The research questions determine the structure for this chapter. Findings are presented in tabular form (Nicol & Pexman, 1999). Each research question is addressed and the following comparisons are made to determine differences in the population means of the following groups: (a) respondents from colleges that have been "successful" in the hiring of Hispanic faculty and those that have been "unsuccessful" as operationally defined, (b) male and female respondents, (c) "regional" and "medium" size community colleges as operationally defined, and (d) an extended analysis of "unsuccessful" colleges' administrator and faculty perspectives to examine responses that produced unexpected results in the original inquiry of "successful" and "unsuccessful" colleges. This extended analysis compared responses of administrators and faculty from "unsuccessful" colleges to determine the accuracy of administrators' perceptions as viewed by Hispanic faculty at those same institutions.

Two instruments were employed in data gathering. The Institutional Review Board at Texas A & M University - Corpus Christi granted approval for research involving human subjects in March 2002. The first mailing, completed during the first week of April 2002, was followed by a second mailing three weeks later. Final calls to non-respondents were completed during the first week in May. The surveys elicited information relative to: (a) demographics, (b) the effect of "institutional factors" on the hiring of Hispanic faculty, (c) the effect of

"environmental factors" on the hiring of Hispanic faculty, and, (d) the effect of "recruitment factors" on the hiring of Hispanic faculty. These instruments, developed in light of the factors identified in the literature, were used to examine recruitment and hence hiring practices in Texas community colleges.

Data gathering followed the procedures suggested by Bailey (1994) (a) initial mailing, (b) reminder letter two weeks later, (3) additional letter and survey three weeks after initial mailing, (4) follow up call one week after second survey mailing (p.163). A total of 600 surveys were mailed and 226 responded for a total response rate of 38%. A faculty response rate of 29% produced 86 returned surveys. The institutional administrators' response rate of 47% resulted in 140 responses.

Demographic Information

Administrators in Texas community colleges provided the demographic information presented in Table 4. The survey, Appendix A, solicited information from the following administrators at each institution: the college president, chief academic officer, personnel officer, and affirmative action officer. The demographic categories for college administrators presented in Table 4 include: (a) job title, (b) ethnicity, (c) gender, and (d) institution type by rate of Hispanic faculty representation.

Table 4

Demographics Of Administrator Respondents

Category	Frequency	Percent
Job Title		
President	39	27.9
Vice-President	28	20.0
Dean	36	25.7
Personnel Officer	21	15.0
Other	16	11.4
Total	140	100.0
Ethnicity		
Asian / Pacific Islander	1	.7
American Indian / Alaskan Native	1	.7
White Non-Hispanic	106	75.7
Black Non-Hispanic	13	9.3
Hispanic	19	13.6
Total	140	100.0
Gender		
Male	78	56.1
Female	61	43.6
Total	139	99.3
Missing System	1	.7
Total	140	100.0

Table 4 *(continued)*.

Demographics Of Administrator Respondents

Category	Frequency	Percent
Institution Type By Rate of Hispanic Faculty Employment		
30% or higher Hispanic faculty	7	5.0
0-29% Hispanic faculty	133	95.0
Total	140	100

The second survey, Appendix B, mailed to a random sample of Hispanic community college faculty, solicited information relative to their perception of recruitment and hence hiring practices at their respective institutions. Demographic categories presented in Table 5 for the 86 faculty respondents include the following: (a) gender, (b) ethnicity, (c) highest degree earned, (d) years community college teaching experience, and (e) teaching field.

Table 5

Demographic Information Of Faculty Respondents

Category	Frequency	Percent
Gender		
Male	39	45.3
Female	47	54.7
Total	86	100.0

Table 5 *(continued).*

Demographic Information Of Faculty Respondents

Ethnicity		
White Non-Hispanic	13	15.1
Black Non-Hispanic	2	2.3
Hispanic	69	80.2
Other	2	2.3
Total	86	100.0
Degree		
Associates	8	9.3
Masters	59	68.6
Bachelors	9	10.5
Doctorate	9	10.5
Total	85	98.8
Missing System	1	1.2
Total	86	100.0
Years Community College Teaching Experience		
0-5	22	25.6
6-10	23	26.7
11-15	12	14.0
16-20	5	5.8
21-25	7	8.1
26+	17	19.8
Total	86	100.0

Table 5 *(continued)*.

Demographics Of Faculty Respondents

Category	Frequency	Percent
Teaching Field		
Agriculture/ Natural Science	1	1.2
Agriculture/ Environmental Design	1	1.2
Business Management	3	3.5
Communication Technologies	4	4.7
Computer Info Systems	3	3.5
Fine/ Applied Arts	3	3.5
Foreign Languages	4	4.7
Health Sciences	15	17.4
Humanities	7	8.1
Liberal & General Studies	6	7.0
Life Science	2	2.3
Mathematics	6	7.0
Protective Services	2	2.3
Psychology	6	7.0
Social Sciences	7	8.1
Other	16	18.6
Total	86	100.0

Findings Of The Study

This section is organized around the research questions as follows: (a) record of findings is introduced by the statement of the research question, (b) table of descriptives follows, (c) data relative to the testing of the null hypotheses, (d) *t*-test table is presented, and (e) a summary statement closes each section.

Three group comparisons are made in answering the three research questions. The data analysis for each null hypothesis utilized is presented in tabular and narrative form. Each null hypothesis is either rejected or not rejected based on the statistical significance of the *t*-test presented in the tables. Effect size, η^2 (eta squared) is indicated for each measure. Eta squared, η^2, is interpreted as the proportion of variance of the dependent variable that is related to the factor. Traditionally, η^2, values of .01, .06, and .14 represent "small" "medium", and "large" effect sizes (Green, Salkind, Akey, 2000, p. 151).

Research Questions

Research Question # 1: What Is The Effect Of "Institutional Factors" On The Successful Institutional Hiring Of Hispanic Faculty In Texas Community Colleges?

The directional research hypothesis states: "one or more of the 15 measures of the "institutional factors" has a significant effect on the successful institutional hiring of Hispanic faculty in Texas community colleges". Administrators and faculty from successful and unsuccessful colleges were surveyed. Responses from successful colleges totaled 42 and responses from unsuccessful districts totaled 180.

Respondents recorded their perception of each of the 15 measures of "institutional factors" on a 7-point Likert scale. The scale employed the following points: 7- "very strongly agree"; 6- "strongly agree"; 5- "agree"; 4- "undecided/ can't say"; 3- "disagree"; 2-"strongly disagree"; 1-"very strongly disagree". Table 6 provides descriptive statistics for respondents on to the 15 measures that comprise the operational definition for "institutional factors".

Table 6 shows the mean for each group on each measure. A significant difference between the population means of the groups was noted on six measures and the institutional total. The results of the *t*-test analysis of population means between successful and unsuccessful colleges are subsequently presented in Table 7.

As noted in Table 6, the means on "highest level commitment to diversity" for "successful" colleges were 5.07 and 5.68 for "unsuccessful" colleges, the means on "hierarchy reiterates importance of diversity" for "successful" colleges were 4.40 and 5.15 for "unsuccessful" colleges, the means on "on-going diversity efforts" for "successful" colleges were 4.40 and 5.19 for "unsuccessful" colleges, the means on "recruitment employs social networks" for "successful" colleges were 4.12 and 4.74 for "unsuccessful" colleges, the means on "faculty make-up reflects service area" for "successful" colleges were 4.67 and 5.32 for "unsuccessful" colleges, the means on "communication among all faculty" for "successful" colleges were 5.21 and 5.63 for "unsuccessful" colleges, and finally, the means on "institutional total" for "successful" colleges were 4.0 and 4.4 for "unsuccessful" colleges

Table 6

Descriptive Statistics For Respondents From "Successful" And "Unsuccessful" Colleges on The Effect of "Institutional Factors"

Measure	Succ/ Unsucc	N	Mean	Std. Deviation	S.E.M
Highest level commitment to diversity	Succ	42	5.07	1.60	.25
	Unsucc	180	5.68	1.47	.11
Hierarchy reiterates importance of inclusion	Succ	42	4.40	1.77	.27
	Unsucc	179	5.15	1.63	.12
Ethnicity of hierarchy	Succ	41	4.12	1.69	.26
	Unsucc	179	4.64	1.67	.13
On-going diversity efforts	Succ	42	4.40	1.80	.28
	Unsucc	180	5.19	1.51	.11
Recruitment employs social networks	Succ	42	4.12	1.63	.25
	Unsucc	180	4.74	1.58	.12
Belief Hispanic faculty are not available	Succ	42	3.29	1.88	.29
	Unsucc	180	3.65	1.63	.12
View of cost of affirmative action	Succ	42	3.36	1.21	.19
	Unsucc	178	3.07	1.23	9.2E-02

Table 6 *(continued).*

Descriptive Statistics For Respondents From "Successful" And "Unsuccessful" Colleges on The Effect of "Institutional Factors"

Measure	Succ/ Unsucc	N	Mean	Std. Deviation	S.E.M
Faculty makeup reflects service area	Succ	42	4.67	1.80	.28
	Unsucc	179	5.32	1.58	.12
Faculty diversity benefits only minorities	Succ	42	1.90	1.23	.19
	Unsucc	180	1.78	1.16	8.7E-02
Faculty diversity benefits all students	Succ	42	6.24	1.54	.24
	Unsucc	180	6.49	.79	5.9E-02
Applicants' diversity devotion considered	Succ	41	4.02	1.41	.22
	Unsucc	180	3.98	1.38	.10
Presence of racial conflict	Succ	42	3.17	1.68	.26
	Unsucc	180	2.78	1.79	.13

Table 6 *(continued).*

Descriptive Statistics For Respondents From "Successful" And "Unsuccessful" Colleges on The Effect of "Institutional Factors"

Measure	Succ/ Unsucc	N	Mean	Std. Deviation	S.E.M
Communication among all faculty	Succ	42	5.21	1.24	.19
	Unsucc	180	5.63	1.16	8.6E-02
Incentives provided for hiring Hispanics	Succ	41	3.73	1.57	.24
	Unsucc	180	4.21	1.61	.12
Open pools until qualified Hispanics found	Succ	42	3.14	1.28	.20
	Unsucc	178	3.36	1.51	.11
Institutional Total	Succ	42	4.0	.83	.13
	Unsucc	180	4.4	.70	5.2E-02

Note: Succ = "Successful " Unsucc = "Unsuccessful" colleges; S.E.M. = Standard error of the mean used to asses the precision with which the population mean is estimated from the sample (SPSS, 1999, .24).

Null Hypotheses One.

Null hypothesis one states: "there is no significant difference between successful and unsuccessful colleges on any of the 15 measures of "institutional factors" that relate to the successful institutional hiring of Hispanic faculty in

Texas community colleges. Table 7 presents the results of the *t*-test analysis of population means between successful and unsuccessful colleges. The null hypothesis is rejected on the following measures:

1. *Highest level commitment to diversity-* Equality of variance is accepted on the Levene's test $\rho > .05$. Based on the Levene's test, the Bonferroni post hoc procedure was used to establish the upper and lower limits of the 95% confidence interval for population mean differences (SPSS, 1999, p. 127). This measure had a small effect size ($\eta^2 = .03$) and tested at a .019 level of significance. This ρ value, which is lower than the .05 confidence level, demonstrates a significant difference in population means between the two groups. The null hypothesis is rejected ($t = -2.26$, $df = 220$, $\rho = .019$, 95%CI, L= -1.1, U= -.10).
2. *Hierarchy reiterates importance of inclusion-* Equality of variance is accepted on the Levene's test $\rho > .05$. Based on the Levene's test, the Bonferroni post hoc procedure was used to establish the upper and lower limits of the 95% confidence interval for population mean differences. This measure had a small effect size ($\eta^2 = .03$) and tested at a.009 level of significance. This ρ value, which is lower than the .05 confidence level, demonstrates a significant difference in population means between the two groups. The null hypothesis is rejected ($t = -2.62$, $df = 219$, $\rho = .009$, 95%CI, L= -1.3, U= -.19).

3. *On-going diversity efforts*- Equality of variance is not accepted on the Levene's test $\rho < .05$. Based on the Levene's test, the Tamhane's T2 post hoc procedure was used to establish the upper and lower limits of the 95% confidence interval for population mean differences (SPSS, 1999, p. 127). This measure had a small effect size ($\eta^2 = .04$) and tested at a.011 level of significance. This ρ value, which is lower than the .05 confidence level, demonstrates a significant difference in population means between the two groups. The null hypothesis is rejected (t = -2.62, df = 55.2, $\rho = .011$, 95%CI, L= -1.4, U= -.19).
4. *Recruitment employs social networks*- Equality of variance is accepted on the Levene's test $\rho > .05$. Based on the Levene's test, the Bonferroni post hoc procedure was used to establish the upper and lower limits of the 95% confidence interval for population mean differences. This measure had a small effect size ($\eta^2 = .02$) and tested at a .023 level of significance. This ρ value, which is lower than the .05 confidence level, demonstrates a significant difference in population means between the two groups. The null hypothesis is rejected (t = -2.28, df = 220, $\rho = .023$, 95%CI, L= -1.16, U= -8.4E02).
5. *Faculty makeup reflects service area*- Equality of variance is accepted on the Levene's test $\rho > .05$. Based on the Levene's test, the Bonferroni post hoc procedure was used to establish the upper and lower limits of the 95% confidence interval for population mean differences. This measure had a small effect size ($\eta^2 = .02$) and tested

at a.009 level of significance. This ρ value, which is lower than the .05 confidence level, demonstrates a significant difference in population means between the two groups. The null hypothesis is rejected (t = -2.34, df = 219, ρ = .020, 95%CI, L= -1.2, U= -.10).

6. *Communication among all faculty*- Equality of variance is accepted on the Levene's test ρ > .05. Based on the Levene's test, the Bonferroni post hoc procedure was used to establish the upper and lower limits of the 95% confidence interval for population mean differences. This measure had a small effect size (η^2 = .02) and tested at a.038 level of significance. This ρ value, which is lower than the .05 confidence level, demonstrates a significant difference in population means between the two groups. The null hypothesis is rejected (t = -2.08, df = 220, ρ = .038, 95%CI, L= -82, U= -2.3E02).
7. *Institutional Total*- Equality of variance is accepted on the Levene's test ρ > .05. Based on the Levene's test, the Bonferroni post hoc procedure was used to establish the upper and lower limits of the 95% confidence interval for population mean differences. This measure had a small effect size (η^2 = .03) and tested at a .008 level of significance. This ρ value, which is lower than the .05 confidence level, demonstrates a significant difference in population means between the two groups. The null hypothesis is rejected (t = -2.69, df = 220, ρ = .008, 95%CI, L= -.58, U= -8.9E02).

Table 7

Analysis Of Population Means Between Successful And Unsuccessful Colleges On The Effect of "Institutional Practices"

Measure	t	Sig (2-tailed)	Mean Diff	95% CI		η^2
				Lower	Upper	
Highest level commitment to diversity	-2.36	.019*	-.61	-1.11	-.10	.03
Hierarchy reiterates importance of inclusion	-2.62	.009*	-.75	-1.31	-.19	.03
Ethnicity of hierarchy	-1.77	.078	-.51	-1.09	5.8E02	.01
On-going diversity efforts	-2.62	.011*	-.78	-1.38	-.19	.04
Recruitment employs social networks	-2.28	.023*	-.62	-1.16	-8.4E02	.02
Belief Hispanic faculty are not available	-1.27	.207	-.36	-.93	.20	.01
View of cost of affirmative action	1.36	.177	.28	-.13	.70	.01
Faculty makeup reflects service area	-2.34	.020*	-.65	-1.20	-.10	.02
Faculty diversity benefits only minorities	.632	.528	.13	-.27	.52	.00

Table 7 *(continued).*

Analysis Of Population Means Between Successful And Unsuccessful Colleges

Measure	t	Sig (2-tailed)	Mean Diff	95% CI		η^2
				Lower	Upper	
Faculty diversity benefits all students	-1.05	.301	-.26	-.75	.24	.01
Applicants' diversity devotion considered	.171	.864	4.1E02	-.43	.51	.00
Presence of racial conflict	1.28	.202	.39	-.21	.99	.01
Communication among all faculty	-2.08	.038*	-.42	-.82	-2.3E02	.02
Incentives provided for hiring Hispanics	-1.71	.089	-.47	-1.0	7.2E02	.01
Open pools until qualified Hispanics found	-.860	.391	-.22	-.71	.28	.00
Institutional Total	-2.69	.008*	-.33	-.58	-8.9E02	.03

Note: * $\rho < .05$ level of significance testing for the null hypotheses;
CI = confidence interval

Research Question # 2: What Is The Effect Of "Environmental Factors" On The Successful Institutional Hiring Of Hispanic Faculty In Texas Community Colleges?

The research hypothesis states: "one or more of the 10 measures of the "environmental factors" have a significant effect on the successful institutional hiring of Hispanic faculty in Texas community colleges". Administrators and faculty from successful and unsuccessful colleges were surveyed. Responses from successful colleges totaled 42 and responses from unsuccessful districts totaled 180.

Respondents recorded their perception to each of the 10 measures of "environmental factors" on a 7-point Likert scale. Table 8 provides descriptive statistics for respondents from "successful" and "unsuccessful" colleges, as operationally defined, on the effect of "environmental factors" on the hiring of Hispanic faculty in Texas community colleges.

Table 8 shows the mean for each group on each measure. A significant difference between the means of the groups was found in three of the measures and the environmental total. The results of the *t*-test analysis of population means between successful and unsuccessful colleges are subsequently presented in Table 9.

As noted in Table 8, the means on "Hispanic presence in local community" for "successful" colleges was 1.93 and 2.98 for the "unsuccessful" colleges, the means on "presence of Hispanic faculty" for "successful" colleges was 4.07 and 4.66 for the "unsuccessful" colleges, the means on "institutional Hispanic professional staff on search committees" for "successful" colleges was 4.20 and 4.78 for the "unsuccessful" colleges, and the means on "environmental total" for "successful" colleges was 3.58 and 3.89 for the "unsuccessful" colleges.

Table 8

Descriptive Statistics For Respondents From "Successful And Unsuccessful Colleges On The Effect Of "Environmental Factors"

Measure	Succ/ Unsucc	N	Mean	Std. Deviation	S.E.M.
Information packets provided	Succ	42	4.45	1.27	.20
	Unsucc	178	4.19	1.41	.11
Geographic location	Succ	42	4.90	1.76	.27
	Unsucc	179	4.95	1.49	.11
Factor is service area ethnic composition	Succ	41	4.66	1.80	.28
	Unsucc	180	4.94	1.40	.10
Hispanic presence in local community	Succ	41	1.93	1.21	.19
	Unsucc	178	2.98	1.55	.12
Economic issues are constraints	Succ	41	2.90	1.83	.29
	Unsucc	180	3.22	1.54	.11
Presence of Hispanic faculty	Succ	41	4.07	1.75	.27
	Unsucc	180	4.66	1.54	.12

Table 8 *(continued).*

Descriptive Statistics For Respondents From "Successful And Unsuccessful Colleges On The Effect Of "Environmental Factors"

Measure	Succ/ Unsucc	N	Mean	Std. Deviation	S.E.M.
Institutional Hispanic professional staff on search committees	Succ	41	4.20	1.74	.27
	Unsucc	180	4.78	1.56	.12
Perception of Hispanic community fit	Succ	42	1.90	1.45	.22
	Unsucc	180	2.12	1.13	8.4E02
Perception of Hispanic mobility and marketability	Succ	42	3.55	1.67	.26
	Unsucc	180	3.54	1.43	.11
Perception of Hispanic employment preference	Succ	42	3.64	1.39	.22
	Unsucc	179	3.65	1.12	8.4E02
Environmental total	Succ	42	3.58	.811	.125
	Unsucc	180	3.89	.645	4.9E02

Note: Succ = "Successful"; Unsucc = "Unsuccessful" colleges; S.E.M. = Standard error of the mean.

Null Hypothesis Two

Null hypothesis two states: "there is no significant difference between successful and unsuccessful colleges on any of the 10 measures of

"environmental factors" that relate to the successful institutional hiring of Hispanic faculty in Texas community colleges. Table 9 presents the results of the *t*-test analysis of population means between successful and unsuccessful colleges. The null hypothesis is rejected on the following measures:

1. *Hispanic presence in local community*- Equality of variance is accepted on the Levene's test $\rho > .05$. Based on the Levene's test, the Bonferroni post hoc procedure was used to establish the upper and lower limits of the 95% confidence interval for population mean differences (SPSS, 1999, p. 127). This measure had a medium effect size ($\eta^2 = .07$) and tested at a .000 level of significance. This ρ value, which is lower than the .05 confidence level, demonstrates a significant difference in population means between the two groups. The null hypothesis is rejected ($t = -4.09$, $df = 217$, $\rho = .000$, 95%CI, L= -1.6, U= -.6)
2. *Presence of Hispanic faculty*- Equality of variance is accepted on the Levene's test $\rho > .05$. Based on the Levene's test, the Bonferroni post hoc procedure was used to establish the upper and lower limits of the 95% confidence interval for population mean differences. This measure had a small effect size ($\eta^2 = .02$) and tested at a .033 level of significance. This ρ value, which is lower than the .05 confidence level, demonstrates a significant difference in population means of the two groups. The null hypothesis is rejected ($t = -2.15$, $df = 219$, $\rho = .033$, 95%CI, L= -1.1, U= -4.8E02).

3. *Institutional Hispanic professional staff on search committees-* Equality of variance is accepted on the Levene's test $\rho > .05$. Based on the Levene's test, the Bonferroni post hoc procedure was used to establish the upper and lower limits of the 95% confidence interval for population mean differences. This measure had a small effect size ($\eta^2 = .02$) and tested at a .034 level of significance. This ρ value, which is lower than the .05 confidence level, demonstrates a significant difference in population means between the two groups. The null hypothesis is rejected ($t = -2.14$, $df = 219$, $\rho = .034$, 95%CI, L= -1.1, U= -4.5E02).
4. *Environmental total-* Equality of variance is accepted on the Levene's test $\rho > .05$. Based on the Levene's test, the Bonferroni post hoc procedure was used to establish the upper and lower limits of the 95% confidence interval for population mean differences. This measure had a small effect size ($\eta^2 = .03$) and tested at a .023 level of significance. This ρ value, which is lower than the .05 confidence level, demonstrates a significant difference in population means between the two groups. The null hypothesis is rejected ($t = -2.34$, $df = 53.8$, $\rho = .023$, 95%CI, L= -.6, U= -4.4E02).

Table 9 provides the *t*-test analysis of population means between successful and unsuccessful colleges in regard to the effect of "environmental factors" on the hiring of Hispanic faculty in Texas community colleges.

Table 9

Analysis Of Population Means Between "Successful" and "Unsuccessful" Colleges On The Effect Of "Environmental Factors"

Measure	t	Sig (2-tailed)	Mean Diff	95% CI		η^2
				Lower	Upper	
Information packets provided	1.13	.262	.27	-.20	.73	.006
Geographic location	-.170	.865	-4.5E02	-.57	.48	.000
Factor is service area ethnic composition	-.936	.354	-.28	-.88	.32	.005
Hispanic presence in local community	-4.09	.000*	-1.06	-1.57	-.55	.072
Economic issues are constraints	-1.16	.248	-.32	-.86	.22	.006
Presence of Hispanic faculty	-2.15	.033*	-.59	-1.13	-4.8E02	.021
Institutional Hispanic professional staff on search committees	-2.14	.034*	-.59	-1.13	-4.5E02	.020
Perception of Hispanic community fit	-1.06	.288	-.22	-.62	.19	.005

Table 9 *(continued).*

Analysis Of Population Means Between "Successful" and "Unsuccessful" Colleges On The Effect Of "Environmental Factors"

Measure	t	Sig (2-tailed)	Mean Diff	95% CI		η^2
				Lower	Upper	
Perception of Hispanic mobility & marketability	.013	.990	3.2E-03	-.50	.50	.000
Perception of Hispanic employment preference	-.053	.957	-1.1E-02	-.41	.39	.000
Environmental total	-2.34	.023*	-.313	-.582	-4.4E02	.032

Note: * $\rho < .05$ level of significance testing for the null hypotheses; CI = confidence interval

Research Question # 3: What Is The Effect Of "Recruitment Factors" On The Successful Institutional Hiring Of Hispanic Faculty In Texas Community Colleges?

The research hypothesis states: "one or more of the 10 measures of the "recruitment factors" have a significant effect on the successful institutional hiring of Hispanic faculty in Texas community colleges". Administrators and faculty responses from successful colleges totaled 42 and responses from unsuccessful districts totaled 180.

A 7-point Likert scale was used by respondents to record their perception to each of the 10 measures of "recruitment factors" on a 7-point Likert scale. Table 10 provides descriptive statistics for respondents from "successful" and

"unsuccessful" colleges, as operationally defined, on the effect of "recruitment factors" on the successful institutional hiring of Hispanic faculty in Texas community colleges.

Table 10 shows the mean for each group on each measure. A significant difference between the means of the groups was found in three of the measures and the recruitment total. As noted in Table 10, the means on "position descriptions clearly defined" for "successful" colleges was 5.00 and 5.76 for the "unsuccessful" colleges, the means on "partnerships used in faculty searches" for "successful" colleges was 3.85 and 4.40 for the "unsuccessful" colleges, the means on "early consensus on rating qualifications" for "successful" colleges was 4.79 and 5.32 for the "unsuccessful" colleges, and the means on "recruitment total" for "successful" colleges was 4.3 and 4.8 for the "unsuccessful" colleges.

Table 10

Descriptive Statistics For Respondents From "Successful And Unsuccessful Colleges On The Effect of "Recruitment Factors"

Measure	Succ/ Unsucc	N	Mean	Std. Deviation	S.E.M.
Non-academic experience valued	Succ	42	4.07	1.52	.23
	Unsucc	178	4.53	1.39	.10
Position descriptions clearly defined	Succ	42	5.00	1.62	.25
	Unsucc	180	5.76	1.18	8.8E02

Table 10 *(continued)*.
Descriptive Statistics For Respondents From "Successful And Unsuccessful Colleges On The Effect of "Recruitment Factors"

Measure	Succ/ Unsucc	N	Mean	Std. Deviation	S.E.M.
Recruitment employs minority media	Succ	42	3.86	1.66	.26
	Unsucc	178	5.01	3.91	.29
Partnerships used in faculty searches	Succ	41	3.85	1.31	.21
	Unsucc	178	4.40	1.47	.11
Search committees include Hispanic faculty	Succ	42	4.24	1.54	.24
	Unsucc	180	4.87	3.33	.25
Search committees include area Hispanic professionals	Succ	41	4.05	1.38	.22
	Unsucc	180	4.02	1.34	.10
Predetermine selection criteria rates qualifications	Succ	42	4.93	1.24	.19
	Unsucc	180	5.37	1.16	8.7E-02
Focused on finding best qualified	Succ	42	5.40	1.73	.27
	Unsucc	180	5.85	1.33	9.9E-02
Early consensus on rating qualifications	Succ	42	4.79	1.46	.22
	Unsucc	179	5.32	1.25	9.4E-02

Table 10 *(continued)*.
Descriptive Statistics For Respondents From "Successful And Unsuccessful Colleges On The Effect of "Recruitment Factors"

Measure	Succ/ Unsucc	N	Mean	Std. Deviation	S.E.M.
Early consensus on rating qualifications	Succ	42	4.79	1.46	.22
	Unsucc	179	5.32	1.25	9.4E-02
Perceptions regarding availability of qualified Hispanics	Succ	42	2.95	1.34	.21
	Unsucc	177	3.22	1.56	.12
Recruitment total	Succ	42	4.3	.76	.12
	Unsucc	180	4.8	.86	6.4E-02

Note: "Succ =Successful" "Unsucc= Unsuccessful" colleges; S.E.M. = Standard error of the mean.

Null Hypothesis Three

Null hypothesis three states: "there is no significant difference between successful and unsuccessful colleges on any of the 10 measures of "recruitment factors" that relate to the successful institutional hiring of Hispanic faculty in Texas community colleges. Table 11 presents the results of the *t*-test analysis of population means between successful and unsuccessful colleges. The null hypothesis is rejected on the following measures:

1. *Position descriptions clearly defined* - Equality of variance is not accepted on the Levene's test $\rho < .05$. Based on the Levene's test, the Tamhane's T2 post hoc procedure was used to establish the upper and

lower limits of the 95% confidence interval for population mean differences (SPSS, 1999, p. 127). This measure had a small effect size (η^2 = .05) and tested at a .006 level of significance. This ρ value, which is lower than the .05 confidence level, demonstrates a significant difference in population means between the two groups. The null hypothesis is rejected (t = -2.87, df = 51.6, ρ = .006, 95% CI- L= -1.3, U= -.2).

2. *Partnerships used in faculty searches*- Equality of variance is accepted on the Levene's test ρ > .05. Based on the Levene's test, the Bonferroni post hoc procedure was used to establish the upper and lower limits of the 95% confidence interval for population mean differences (SPSS, 1999). This measure had a small effect size (η^2 = .02) and tested at a .03 level of significance. This ρ value, which is lower than the .05 confidence level, demonstrates a significant difference in population means between the two groups. The null hypothesis is rejected (t = -2.19, df = 217, ρ = .030, 95% CI- L= -1.0, U= -5.4E02).
3. *Early consensus on rating qualifications*- Equality of variance is accepted on the Levene's test ρ > .05. Based on the Levene's test, the Bonferroni post hoc procedure was used to establish the upper and lower limits of the 95% confidence interval for population mean differences (SPSS, 1999). This measure had a small effect size (η^2 = .03) and tested at a .03 level of significance. This ρ value, which is

lower than the .05 confidence level, demonstrates a significant difference in population means between the two groups. The null hypothesis is rejected ($t = -2.19$, $df = 217$, $\rho = .030$, 95% CI- L= -1.0, U= -5.4E02).

4. *Recruitment total-* Equality of variance is accepted on the Levene's test $\rho > .05$. Based on the Levene's test, the Bonferroni post hoc procedure was used to establish the upper and lower limits of the 95% confidence interval for population mean differences. This measure had a medium effect size ($\eta^2 = .06$) and tested at a .000 level of significance. This ρ value, which is lower than the .05 confidence level, demonstrates a significant difference in population means between the two groups. The null hypothesis is rejected ($t = -3.58$, $df = 220$, $\rho = .000$, 95% CI- L= -.8, U= -.2).

Table 11 provides the *t*-test analysis of population means between "successful" and "unsuccessful" colleges in regard to the effect of "recruitment factors" on the successful institutional hiring of Hispanic faculty in Texas community colleges.

Table 11

Analysis Of Population Means Between Successful And Unsuccessful Colleges *On The Effect Of "Recruitment Factors"*

Measure	t	Sig (2-tailed)	Mean Diff	95% CI		η^2
				Lower	Upper	
Non-academic experience valued	-1.9	.058	-.46	-.94	1.5E02	.016
Position descriptions clearly defined	-2.9	.006*	-.76	-1.29	-.23	.052
Recruitment employs minority media	-1.9	.064	-1.2	-2.36	6.8E02	.016
Partnerships used in faculty searches	-2.2	.030*	-.55	-1.04	-5.4E02	.022
Search committees include Hispanic faculty	-1.2	.230	-.63	-1.67	.40	.007
Search committees include area Hispanic professionals	.14	.891	3.2E02	-.43	.49	.000
Predetermine selection criteria rates qualifications	-1.6	.123	-.45	-1.02	.12	.022

Table 11 *(continued)*.

Analysis Of Population Means Between Successful And Unsuccessful Colleges *On The Effect Of "Recruitment Factors"*

Measure	t	Sig (2-tailed)	Mean Diff	95% CI		η^2
				Lower	Upper	
Focused on finding best qualified	-1.9	.064	-1.2	-2.36	6.8E02	.015
Early consensus on rating qualifications	-2.2	.030*	-.55	-1.04	-5.4E02	.026
Perceptions regarding availability of qualified Hispanics	-1.2	.230	-.63	-1.67	.40	.005
Recruitment total	-3.6	.000*	-.52	-.81	-.23	.055

Note: * $\rho < .05$ level of significance testing for the null hypotheses; CI- confidence interval

Research Question # 4: What Is The Effect Of Gender On The Perception Of The Significance Of "Institutional Factors" On The Successful Institutional Hiring Of Hispanic Faculty In Texas Community Colleges?

The research hypothesis states "gender affects the perception of significance of one or more of the 15 measures of the 'institutional factors' related to the successful institutional hiring of Hispanic faculty in Texas community colleges".

Responses were recorded on each of the 15 measures of "institutional factors" on a 7-point Likert scale. Table 12 shows the mean for each group on each measure. No significant difference between the means of the groups was found on any of the 15 measures of "institutional factors" or the institutional total.

Table 12

Descriptive Statistics For Male and Female Respondents On The Effect of "Institutional Factors"

Measure	Gender	N	Mean	Std. Deviation	S.E.M.
Highest level commitment to diversity	Male	117	5.62	1.39	.13
	Female	108	5.44	1.71	.16
Hierarchy reiterates importance of inclusion	Male	116	5.10	1.64	.15
	Female	108	4.83	1.76	.17
Ethnicity of hierarchy	Male	116	4.49	1.75	.16
	Female	107	4.56	1.64	.16
On-going diversity efforts	Male	117	5.05	1.68	.16
	Female	108	4.96	1.58	.15
Recruitment employs social networks	Male	117	4.62	1.62	.15
	Female	108	4.58	1.63	.16
Belief Hispanic faculty are not available	Male	117	3.62	1.65	.15
	Female	108	3.49	1.73	.17

Table 12 *(continued)*.

Descriptive Statistics For Male and Female Respondents On The Effect of "Institutional Factors"

Measure	Gender	N	Mean	Std. Deviation	S.E.M.
View of cost of affirmative action	Male	116	3.13	1.14	.11
	Female	107	3.13	1.37	.13
Faculty makeup reflects service area	Male	116	5.21	1.66	.15
	Female	108	5.10	1.69	.16
Faculty diversity benefits only minorities	Male	117	1.73	.94	8.7E02
	Female	108	1.87	1.37	.13
Faculty diversity benefits all students	Male	117	6.42	.82	7.6E02
	Female	108	6.48	1.12	.11
Applicants' diversity devotion considered	Male	117	3.94	1.32	.12
	Female	107	4.01	1.47	.14
Presence of racial conflict	Male	117	2.76	1.74	.16
	Female	108	3.06	1.90	.18
Communication among all faculty	Male	117	5.56	1.09	.10
	Female	108	5.54	1.28	.12

Table 12 *(continued).*

Descriptive Statistics For Male and Female Respondents On The Effect of "Institutional Factors"

Measure	Gender	N	Mean	Std. Deviation	S.E.M.
Incentives provided for hiring Hispanics	Male	117	4.08	1.68	.16
	Female	107	4.07	1.56	.15
Open pools until qualified Hispanics found	Male	117	3.20	1.33	.12
	Female	106	3.44	1.60	.16
Institutional Total	Male	117	4.30	.700	6.5E02
	Female	108	4.30	.799	7.7E02

Note: S.E.M. = Standard error of the mean

Null Hypothesis Four

The null hypothesis states, "gender has no effect on the perception of significance of one or more of the 15 measures of the 'institutional factors' related to the successful institutional hiring of Hispanic faculty in Texas community colleges". Since the *t*-test analysis of population means between male and female yield $\rho > .05$ level of significance on all measures, the null hypothesis is not rejected on any of the measures as shown in Table 13.

Table 13 provides the *t*-test analysis of population means between male and female in regard to the effect of "institutional factors" on the successful institutional hiring of Hispanic faculty in Texas community colleges.

Table 13

Analysis Of Population Means For Male and Female Respondents On The Effect Of "Institutional Factors"

Measure	t	Sig (2-tailed)	Mean Diff	95% CI		η^2
				Lower	Upper	
Highest level commitment to diversity	.90	.37	.19	-.22	.60	.004
Hierarchy reiterates importance of inclusion	1.2	.24	.27	-.18	.72	.006
Ethnicity of hierarchy	-.31	.76	-6.9E02	-.52	.38	.000
On-going diversity efforts	.41	.69	8.8E02	-.34	.52	.001
Recruitment employs social networks	.15	.88	3.2E02	-.39	.46	.000
Belief Hispanic faculty are not available	.59	.56	.13	-.31	.58	.002
View of cost of affirmative action	-.01	.99	-1.5E03	-.33	.33	.000
Faculty makeup reflects service area	.47	.64	.11	-.33	.55	.001
Faculty diversity benefits only minorities	-.91	.37	-.14	-.46	.17	.004

Table 13 *(continued)*.

Analysis Of Population Means For Male and Female Respondents On The Effect Of "Institutional Factors"

Measure	t	Sig (2-tailed)	Mean Diff	95% CI		η^2
				Lower	Upper	
Faculty diversity benefits all students	-.48	.63	-6.3E02	-.32	.19	.001
Applicants' diversity devotion considered	-.37	.71	-6.9E02	-.44	.30	.001
Presence of racial conflict	-1.2	.23	-.29	-.77	.18	.007
Communication among all faculty	.12	.91	1.9E02	-.29	.33	.000
Incentives provided for hiring Hispanics	.05	.96	1.2E02	-.42	.44	.000
Open pools until qualified Hispanics found	-1.2	.22	-.25	-.64	.14	.007
Institutional Total	.07	.95	6.7E03	-.19	.20	.000

Note: * $\rho < .05$ level of significance testing for the null hypotheses

Research Question # 5: What Is The Effect Of Gender On The Perception Of The Significance Of "Environmental Factors" On The Successful Institutional Hiring Of Hispanic Faculty In Texas Community Colleges?

The research hypothesis states "gender affects the perception of significance of one or more of the 10 measures of the 'environmental factors'

related to the successful institutional hiring of Hispanic faculty in Texas community colleges".

Responses were recorded on each of the 10 measures of "environmental factors" on a 7-point Likert scale. Table 14 shows the mean for each group on each measure. No significant difference between the means of the groups was found on any of the 10 measures of "environmental factors" or the environmental total.

Table 14

Descriptive Statistics For Male and Female Respondents On The Effect of "Environmental Factors"

Measure	Gender	N	Mean	Std. Deviation	S.E.M.
Information packets provided	Male	116	4.3	1.4	.13
	Female	107	4.1	1.5	.14
Geographic location	Male	117	5.0	1.5	.14
	Female	107	4.9	1.6	.16
Factor is service area ethnic composition	Male	117	4.9	1.5	.14
	Female	107	4.8	1.5	.14
Hispanic presence in local community	Male	115	2.8	1.6	.14
	Female	107	2.7	1.5	.15

Table 14 *(continued).*

Descriptive Statistics For Male and Female Respondents On The Effect of "Environmental Factors"

Measure	Gender	N	Mean	Std. Deviation	S.E.M.
Economic issues are constraints	Male	117	3.2	1.6	.15
	Female	107	3.1	1.6	.15
Presence of Hispanic faculty	Male	117	4.6	1.6	.15
	Female	107	4.4	1.6	.16
Institutional Hispanic professional staff on search committees	Male	117	4.7	1.7	.15
	Female	107	4.7	1.5	.15
Perception of Hispanic community fit	Male	117	2.1	1.2	.11
	Female	108	2.1	1.3	.12
Perception of Hispanic mobility & marketability	Male	117	3.4	1.4	.13
	Female	108	3.7	1.5	.15
Perception of Hispanic employment preference	Male	116	3.6	1.1	.11
	Female	108	3.7	1.2	.12
Environmental total	Male	117	3.8	.64	5.9E02
	Female	108	3.8	.75	7.2E02

Note: S.E.M. = Standard error of the mean

Null Hypothesis Five

The null hypothesis states, "gender has no effect on the perception of significance of one or more of the 10 measures of the 'environmental factors' related to the successful institutional hiring of Hispanic faculty in Texas community colleges". Since the *t*-test analysis of population means between male and female yield $\rho > .05$ level of significance on all measures, the null hypothesis is not reject on any of the measures as shown in Table 15

Table 15 provides the *t*-test analysis of population means between male and female in regard to the effect of "environmental factors" on the successful institutional hiring of Hispanic faculty in Texas community colleges.

Table 15

Analysis Of Population Means For Male and Female Respondents On The Effect Of "Environmental Factors"

Measure	t	Sig (2-tailed)	Mean Diff	95% CI Lower	95% CI Upper	η^2
Information packets provided	1.30	.196	.24	-.13	.62	.008
Geographic location	.475	.635	9.8E02	-.31	.51	.001
Factor is service area	.35	.74	6.7E02	-.32	.46	.001
ethnic composition Hispanic presence in local community	.43	.67	8.9E02	-.32	.50	.001

Table 15 *(continued).*

Analysis Of Population Means For Male and Female Respondents On The Effect Of "Environmental Factors"

Measure	t	Sig (2-tailed)	Mean Diff	95% CI Lower	95% CI Upper	η^2
Economic issues are constraints	.28	.78	6.0E02	-.36	.48	.000
Presence of Hispanic faculty	1.0	.30	.22	-.20	.64	.005
Institutional Hispanic professional staff on committees	-.11	.91	-2.4E02	-.45	.40	.000
Perception of Hispanic community fit	.22	.83	3.6E02	-.29	.36	.000
Perception of Hispanic mobility & marketability	-1.3	.21	-.25	-.63	.14	.007
Perception of Hispanic employment preference	-.63	.53	-9.9E02	-.41	.21	.002
Environmental total	.64	.52	5.9E02	-.12	.24	.002

Note: * $\rho < .05$ level of significance testing for the null hypotheses; CI= confidence interval

Research Question # 6: What Is The Effect Of Gender On The Perception Of The Significance Of "Recruitment Factors" On The Successful Institutional Hiring Of Hispanic Faculty In Texas Community Colleges?

The research hypothesis states "gender affects the perception of significance of one or more of the 10 measures of the 'recruitment factors' related to the successful institutional hiring of Hispanic faculty in Texas community colleges". Responses were recorded on each of the 10 measures of "recruitment factors" on a 7-point Likert scale. Table 16 shows the mean for each group on each measure. No significant difference between the means of the groups was found on any of the 10 measures of "recruitment factors" or the recruitment total.

Table 16

Descriptive Statistics For Male and Female Respondents On The Effect of "Recruitment Factors"

Measure	Gender	N	Mean	Std. Deviation	S.E.M.
Non-academic experience valued	Male	116	4.56	1.41	.13
	Female	107	4.24	1.41	.14
Position descriptions clearly defined	Male	117	5.64	1.33	.12
	Female	108	5.56	1.33	.13
Recruitment employs minority media	Male	116	4.94	4.78	.44
	Female	107	4.55	1.55	.15
Partnerships used in faculty searches	Male	116	4.33	1.45	.13
	Female	106	4.24	1.49	.14

Table 16 *(continued).*

Descriptive Statistics For Male and Female Respondents On The Effect of "Recruitment Factors"

Measure	Gender	N	Mean	Std. Deviation	S.E.M.
Search committees include Hispanic faculty	Male	117	4.89	4.00	.37
	Female	108	4.56	1.51	.15
Search committees include area Hispanic professionals	Male	117	3.89	1.44	.13
	Female	107	4.13	1.25	.12
Predetermine selection criteria rates qualifications	Male	117	5.16	1.17	.11
	Female	108	5.38	1.24	.12
Focused on finding best qualified	Male	117	5.67	1.49	.14
	Female	108	5.83	1.40	.14
Early consensus on rating qualifications	Male	116	5.07	1.39	.13
	Female	108	5.35	1.26	.12
Perceptions regarding availability of qualified Hispanics	Male	115	3.21	1.50	.14
	Female	107	3.06	1.51	.15
Recruitment total	Male	117	4.71	1.00	9.3E02
	Female	108	4.67	.756	7.3E02

Note: S.E.M. = Standard error of the mean

Null Hypothesis Six

The null hypothesis states "gender has no affect on the perception of significance of one or more of the 10 measures of the 'recruitment factors' related to the successful institutional hiring of Hispanic faculty in Texas community colleges". Since the *t*-test analysis of population means between male and female yield $\rho > .05$ level of significance on all measures, the null hypothesis is not rejected on any of the measures as shown in Table 17.

Table 17 provides the *t*-test analysis of population means between male and female respondents in regard to the effect of "recruitment factors" on the successful institutional hiring of Hispanic faculty in Texas community colleges.

Table 17

Analysis Of Population Means For Male and Female Respondents On The Effect Of "Recruitment Factors"

Measure	t	Sig (2-tailed)	Mean Diff	95% CI		η^2
				Lower	Upper	
Non-academic experience valued	1.7	.10	.32	-5.6E02	.69	.013
Position descriptions clearly defined	.43	.67	7.6E02	-.27	.43	.001
Recruitment employs minority media	.80	.42	.39	-.57	1.34	.003
Partnerships used in faculty searches	.47	.64	9.2E02	-.30	.48	.001

Table 17 *(continued)*.

Analysis Of Population Means For Male and Female Respondents On The Effect Of "Recruitment Factors"

Measure	t	Sig 2-tailed	Mean Diff	95% CI		η^2
				Lower	Upper	
Search committees include Hispanic faculty	.79	.43	.32	-.48	1.13	.003
Search committees include area Hispanic professionals	-1.3	.18	-.24	-.60	.11	.008
Predetermine selection criteria rates qualifications	-1.4	.18	-.22	-.53	9.8E02	.008
Focused on finding best qualified	-.86	.39	-.17	-.55	.21	.003
Early consensus on rating qualifications	-1.6	.11	-.28	-.63	6.6E02	.011
Perception regarding availability of qualified Hispanics	.76	.45	.15	-.25	.55	.003
Recruitment total	.38	.71	4.5E02	-.19	.28	.001

Note: * $\rho < .05$ level of significance testing for the null hypotheses

Research Question # 7: What Is The Effect Of Institution Size On The Perception Of The Significance Of "Institutional Factors" On The Successful Institutional Hiring Of Hispanic Faculty In Texas Community Colleges?

The research hypothesis states "institution size affects the perception of significance of one or more of the 15 measures of the 'institutional factors' related to the successful institutional hiring of Hispanic faculty in Texas community colleges". Responses from "regional" and medium size colleges were recorded on each of the 15 measures of "institutional factors" on a 7-point Likert scale. Table 18 shows the mean for each group on each measure. A significant difference between the means of the groups was found on 5 of the measures of "institutional factors". The results of the *t*-test analysis of population means between regional and medium size colleges are provided on Table 19.

As noted in Table 18, the means on "hierarchy reiterates importance of inclusion" for regional colleges was 5.29 and 4.79 for the medium size colleges, the means on "belief Hispanic faculty are not available" for regional colleges was 3.03 and 3.99 for the medium size colleges, the means on "view of cost of affirmative action" for regional colleges was 2.80 and 3.37 for the medium size colleges, the means on "faculty diversity benefits all students" for regional colleges was 6.66 and 6.28 for the medium size colleges, and the means on "presence of racial conflict" for regional colleges was 3.15 and 2.63 for the medium size colleges.

Table 18

Descriptive Statistics For Regional And Medium Size Colleges On The Effect of "Institutional Factors"

Measure	System Type	N	Mean	Std. Deviation	S.E.M.
Highest level commitment to diversity	>20000	95	5.59	1.68	.17
	< 19999	127	5.54	1.38	.12
Hierarchy reiterates importance of inclusion	>20000	95	5.29	1.65	.17
	< 19999	126	4.79	1.68	.15
Ethnicity of hierarchy	>20000	94	4.79	1.85	.19
	< 19999	126	4.36	1.54	.14
On-going diversity efforts	>20000	95	5.15	1.74	.18
	< 19999	127	4.96	1.47	.13
Recruitment employs social networks	>20000	95	4.81	1.74	.18
	< 19999	127	4.48	1.48	.13
Belief Hispanic faculty are not available	>20000	95	3.03	1.54	.16
	< 19999	127	3.99	1.67	.15
View of cost of affirmative action	>20000	94	2.80	1.25	.13
	< 19999	126	3.37	1.15	.10

Table 18

Descriptive Statistics For Regional And Medium Size Colleges On The Effect of "Institutional Factors"

Measure	System Type	N	Mean	Std. Deviation	S.E.M.
Faculty makeup reflects service area	>20000	95	5.37	1.63	.17
	< 19999	126	5.06	1.65	.15
Faculty diversity benefits only minorities	>20000	95	1.66	1.14	.12
	< 19999	127	1.91	1.19	.11
Faculty diversity benefits all students	>20000	95	6.66	.61	6.3E02
	< 19999	127	6.28	1.15	.10
Applicants' diversity devotion considered	>20000	95	4.05	1.50	.15
	< 19999	126	3.94	1.29	.12
Presence of racial conflict	>20000	95	3.15	1.75	.18
	< 19999	127	2.63	1.77	.16
Communication among all faculty	>20000	95	5.61	1.03	.11
	< 19999	127	5.51	1.28	.11
Incentives provided for hiring Hispanics	>20000	95	4.19	1.76	.18
	< 19999	126	4.06	1.49	.13

Table 18 *(continued).*

Descriptive Statistics For Regional And Medium Size Colleges On The Effect of "Institutional Factors"

Measure	System Type	N	Mean	Std. Deviation	S.E.M.
Open pools until qualified Hispanics found	>20000	93	3.52	1.73	.18
	< 19999	127	3.17	1.23	.11
Institutional Total	>20000	95	4.37	.81	8.3E02
	< 19999	127	4.26	.67	5.9E02

Note: System type denotes enrollment figures for regional colleges >20000 and medium colleges <19999; S.E.M. = Standard error of the mean.

Null Hypothesis Seven.

The null hypotheses that institution size has no effect on the perception of significance of one or more of the 15 measures of the "institutional factors" on the successful institutional hiring of Hispanic faculty in Texas community colleges" is rejected as follows:

1. *Hierarchy reiterates importance of inclusion* - Equality of variance is accepted on the Levene's test $\rho > .05$. Based on the Levene's test, the Bonferroni post hoc procedure was used to establish the upper and lower limits of the 95% confidence interval for population mean differences (SPSS, 1999, p. 127). This measure had a small effect size ($\eta^2 = .02$) and tested at a .028 level of significance. This ρ value , which is lower than the .05 confidence level, demonstrates a significant

difference in population means between the two groups. The null hypothesis is rejected (t = 2.21, df = 219, ρ = .028, 95% CI- L= -.37, U= .46).

2. *Belief Hispanic faculty are not available*- Equality of variance is accepted on the Levene's test ρ > .05. Based on the Levene's test, the Bonferroni post hoc procedure was used to establish the upper and lower limits of the 95% confidence interval for population mean differences. This measure had a medium effect size (η^2 = .08) and tested at a .000 level of significance. This ρ value, which is lower than the .05 confidence level, demonstrates a significant difference in population means between the two groups. The null hypothesis is rejected (t = -4.38, df = 220, ρ = .000, 95% CI- L= -1.4, U= -.5).
3. *View of cost of affirmative action*- Equality of variance is accepted on the Levene's test ρ > .05. Based on the Levene's test, the Bonferroni post hoc procedure was used to establish the upper and lower limits of the 95% confidence interval for population mean differences. This measure had a small effect size (η^2 = .05) and tested at a .000 level of significance. This ρ value, which is lower than the .05 confidence level, demonstrates a significant difference in population means between the two groups. The null hypothesis is rejected (t = -3.54, df = 218, ρ = .000, 95% CI- L = -.9, U = -.25).
4. *Faculty diversity benefits all students*- Equality of variance is not accepted on the Levene's test ρ < .05. Based on the Levene's test, the

Tamhane's T2 post hoc procedure was used to establish the upper and lower limits of the 95% confidence interval for population mean differences (SPSS, 1999, p. 127). This measure had a small effect size (η^2 = .04) and tested at a .002 level of significance. This ρ value, which is lower than the .05 confidence level, demonstrates a significant difference in population means between the two groups. The null hypothesis is rejected (t = 3.16, df = 201, ρ = .002, CI- L= .12, U= .62).

5. *Presence of racial conflict*- Equality of variance is accepted on the Levene's test ρ > .05. Based on the Levene's test, the Bonferroni post hoc procedure was used to establish the upper and lower limits of the 95% confidence interval for population mean differences. This measure had a small effect size (η^2 = .02) and tested at a .031 level of significance. This ρ value, which is lower than the .05 confidence level, demonstrates a significant difference in population means between the two groups. The null hypothesis is rejected (t = 2.17, df = 220, ρ = .031, 95% CI- L= 4.7E-02, U= .99).

Table 19 provides the *t*-test analysis of population means between regional and medium size colleges in regard to the effect of "institutional factors" on the hiring of Hispanic faculty in Texas community colleges.

Table 19

Analysis Of Population Means For Regional And Medium Size Colleges On The Effect Of "Institutional Factors"

Measure	t	Sig (2-tailed)	Mean Diff	95% CI		η^2
				Lower	Upper	
Highest level commitment to diversity	.22	.83	4.6E02	-.37	.46	.000
Hierarchy reiterates importance of inclusion	2.2	.028*	.50	5.6E02	.95	.022
Ethnicity of hierarchy	1.8	.069	.43	-3.3E02	.89	.016
On-going diversity efforts	.87	.388	.19	-.24	.61	.003
Recruitment employs social networks	1.5	.129	.33	-9.6E02	.76	.010
Belief Hispanic faculty are not available	-4.4	.000*	-.96	-1.39	-.53	.080
View of cost of affirmative action	-3.5	.000*	-.58	-.90	-.25	.054
Faculty makeup reflects service area	1.4	.173	.30	-.13	.74	.008
Faculty diversity benefits only minorities	-1.5	.128	-.24	-.55	6.9E02	.011

Table 19 *(continued).*

Analysis Of Population Means For Regional And Medium Size Colleges On The Effect Of "Institutional Factors"

Measure	t	Sig (2-tailed)	Mean Diff	95% CI		η^2
				Lower	Upper	
Faculty diversity benefits all students	3.2	.002*	.38	.14	.62	.037
Applicants' diversity devotion considered	.58	.566	.11	-.26	.48	.002
Presence of racial conflict	2.2	.031*	.52	4.7E02	.99	.021
Communication among all faculty	.63	.527	9.9E02	-.21	.41	.002
Incentives provided for hiring Hispanics	.56	.574	.13	-.32	.57	.002
Open pools until qualified Hispanics found	1.6	.104	.34	-7.2E02	.76	.013
Institutional Total	1.1	.296	.104	-9.2E02	.30	.005

Note: * $\rho < .05$ level of significance testing for the null hypotheses; CI- confidence interval

Research Question # 8: What Is The Effect Of Institution Size On The Perception Of The Significance Of "Environmental Factors" On The Successful Institutional Hiring Of Hispanic Faculty In Texas Community Colleges?

The research hypothesis states "institution size affects the perception of significance of one or more of the 10 measures of the 'environmental factors' related to the successful institutional hiring of Hispanic faculty in Texas community colleges". Responses from "regional" and medium size colleges were recorded on each of the 10 measures of "environmental factors" on a 7-point Likert scale. Table 20 shows the mean for each group on each measure. A significant difference between the means of the groups was found on 2 of the measures of "environmental factors".

As noted in Table 20, the means on "presence of Hispanic faculty" for regional colleges was 4.80 and 4.37 for the medium size colleges, and the means on "institutional Hispanic professional staff on search committees" for regional colleges was 5.02 and 4.41 for the medium size colleges.

Table 20

Descriptive Statistics For Respondents From Regional and Medium Size Colleges On the Effect of "Environmental Factors"

Measures	System Type	N	Mean	Std. Deviation	S.E.M.
Information packets provided	>20000	94	4.09	1.37	.14
	< 19999	126	4.35	1.39	.12
Geographic location	>20000	94	4.84	1.55	.16
	< 19999	127	5.02	1.53	.14

Table 20 *(continued)*.

Descriptive Statistics For Respondents From Regional and Medium Size Colleges On the Effect of "Environmental Factors"

Measures	System Type	N	Mean	Std. Deviation	S.E.M.
Factor is service area ethnic composition	>20000	95	4.96	1.49	.15
	< 19999	126	4.83	1.47	.13
Hispanic presence in local community	>20000	93	2.69	1.55	.16
	< 19999	126	2.86	1.54	.14
Economic issues are constraints	>20000	95	3.05	1.55	.16
	< 19999	126	3.25	1.63	.15
Presence of Hispanic faculty	>20000	95	4.80	1.60	.16
	< 19999	126	4.37	1.57	.14
Institutional Hispanic professional staff on search committees	>20000	95	5.02	1.54	.16
	< 19999	126	4.41	1.61	.14
Perception of Hispanic community fit	>20000	95	1.92	1.17	.12
	< 19999	127	2.20	1.20	.11

Table 20 *(continued).*

Descriptive Statistics For Respondents From Regional and Medium Size Colleges On the Effect of "Environmental Factors"

Measures	System Type	N	Mean	Std. Deviation	S.E.M.
Perception of Hispanic mobility & marketability	>20000	95	3.47	1.55	.16
	< 19999	127	3.60	1.42	.13
Perception of Hispanic employment preference	>20000	94	3.65	1.04	.11
	< 19999	127	3.65	1.26	.11
Environmental total	>20000	95	3.83	.68	7.0E02
	< 19999	127	3.83	.69	6.2E02

Note: System type denotes enrollment figures for regional colleges >20000 and medium colleges <19999; S.E.M.= Standard error of the mean

Null Hypothesis Eight

The null hypotheses that "institution size has no effect on the perception of the significance of the 10 "environmental factors" on the successful institutional hiring of Hispanic faculty in Texas community colleges" is rejected as follows:

1. *Presence of Hispanic faculty*- Equality of variance is accepted on the Levene's test $\rho > .05$. Based on the Levene's test, the Bonferroni post hoc procedure was used to establish the upper and lower limits of the 95% confidence interval for population mean differences (SPSS, 1999,

p. 127). This measure had a small effect size ($\eta^2 = .02$) and tested at a .045 level of significance. This ρ value, which is lower than the .05 confidence level, demonstrates a significant difference in population means between the two groups. The null hypothesis is rejected (t = 2.02, df = 219, ρ = .045, 95% CI- L= 1.0, U= .86).

2. *Institutional Hispanic professional staff on search committees*- Equality of variance is accepted on the Levene's test ρ > .05. Based on the Levene's test, the Bonferroni post hoc procedure was used to establish the upper and lower limits of the 95% confidence interval for population mean differences. This measure had a small effect size ($\eta^2 = .04$) and tested at a .005 level of significance. This ρ value, which is lower than the .05 confidence level, demonstrates a significant difference in population means between the two groups. The null hypothesis is rejected (t = 2.83, df = 219, ρ = .005, 95% CI- L= .19, U= 1.0).

Table 21 provides the *t*-test analysis of population means between regional and medium size colleges in regard to the effect of "environmental factors" on the successful institutional hiring of Hispanic faculty in Texas community colleges.

Table 21

Analysis Of Population Means For Respondents From Regional and Medium Size Colleges On The Effect Of "Environmental Factors"

Measure	t	Sig (2-tailed)	Mean Diff	95% CI		η^2
				Lower	Upper	
Information packets provided	1.3	.20	.24	-.13	.62	.008
Geographic location	.46	.64	9.8E02	-.31	.51	.001
Factor is service area ethnic composition	.35	.74	6.7E02	-.32	.46	.001
Hispanic presence in local community	.43	.67	8.9E02	-.32	.50	.001
Economic issues are constraints	.28	.78	6.0E02	-.36	.48	.000
Presence of Hispanic faculty	1.0	.30	.22	-.20	.64	.005
Institutional Hispanic professional staff on committees	-.11	.91	-2.4E02	-.45	.40	.000
Perception of Hispanic community fit	.22	.83	3.6E02	-.29	.36	.000
Perception of Hispanic mobility & marketability	-1.3	.21	-.25	-.63	.14	.007

Table 21 *(continued).*

Analysis Of Population Means For Respondents From Regional and Medium Size Colleges On The Effect Of "Environmental Factors"

Measure	t	Sig (2-tailed)	Mean Diff	95% CI		η^2
				Lower	Upper	
Perception of Hispanic employment preference	-.63	.53	-9.9E02	-.41	.21	.002
Environmental total	.64	.52	5.9E02	-.12	.24	.002

Note: * $\rho < .05$ level of significance testing for the null hypotheses; S.E.M.= Standard error of the mean

Research Question # 9: What Is The Effect Of Institution Size On The Perception Of The Significance Of "Recruitment Factors" On The Hiring Of Hispanic Faculty In Texas Community Colleges?

The research hypothesis states: "institution size has an affect on the perception of significance of one or more of the 10 measures of the 'recruitment factors' related to the successful institutional hiring of Hispanic faculty in Texas community colleges".

Respondent perceptions from regional districts and from medium size community colleges were recorded on each of the 10 measures of "recruitment factors" on a 7-point Likert scale. Table 22 shows the mean for each group on each measure.

As noted in Table 22, the means on "perceptions regarding the availability of qualified Hispanics" for regional colleges was 2.76 and 3.47 for the medium size colleges

Table 22

Descriptive Statistics For Regional And Medium Size Colleges On The Effect of "Recruitment Factors"

Measure	System Type	N	Mean	Std. Deviation	S.E.M.
Non-academic experience valued	>20000	93	4.28	1.45	.15
	< 19999	127	4.57	1.39	.12
Position descriptions clearly defined	>20000	95	5.67	1.29	.13
	< 19999	127	5.57	1.32	.12
Recruitment employs minority media	>20000	93	4.74	1.67	.17
	< 19999	127	4.82	4.55	.40
Partnerships used in faculty searches	>20000	93	4.33	1.63	.17
	< 19999	126	4.27	1.31	.12
Search committees include Hispanic faculty	>20000	95	4.99	1.55	.16
	< 19999	127	4.57	3.84	.34
Search committees include area Hispanic professionals	>20000	95	4.06	1.46	.15
	< 19999	126	3.99	1.26	.11
Predetermine selection criteria rates qualifications	>20000	95	5.38	1.28	.13
	< 19999	127	5.22	1.11	9.9E02
Focused on finding best qualified	>20000	95	5.65	1.45	.15
	< 19999	127	5.85	1.40	.12
Early consensus on rating qualifications	>20000	94	5.34	1.31	.13
	< 19999	127	5.13	1.31	.12
Perceptions regarding availability of qualified Hispanics	>20000	93	2.76	1.50	.16
	< 19999	126	3.47	1.47	.13
Recruitment total	>20000	95	4.7	.79	8.1E02
	< 19999	127	4.7	.92	8.2E02

Note: System type denotes enrollment figures for regional colleges >20000 and medium colleges <19999; S.E.M. = Standard error of the mean

Null Hypothesis Nine

The null hypotheses that "institution size has no effect on the perception of the significance of the 10 "recruitment factors" on the successful institutional hiring of Hispanic faculty in Texas community colleges" is rejected on the following measure: "perceptions regarding availability of qualified Hispanics". The equality of variance is accepted on the Levene's test $\rho > .05$. Based on the Levene's test, the Bonferroni post hoc procedure was used to establish the upper and lower limits of the 95% confidence interval for population mean differences (SPSS, 1999, p. 127). This measure had a small effect size ($\eta^2 = .05$) and tested at a .001 level of significance. This ρ value, which is lower than the .05 confidence level, demonstrates a significant difference in population means between the two groups. The null hypothesis is rejected ($t = -3.48$, $df = 217$, $\rho = .001$, CI- L= -1.1, U= -.3).

Table 23

Analysis Of Population Means For Regional And Medium Size Colleges On The Effect Of "Recruitment Factors"

Measure	t	Sig (2-tailed)	Mean Diff	95% CI		η^2
				Lower	Upper	
Non-academic experience valued	-1.5	.14	-.29	-.67	9.4E02	.010
Position descriptions clearly defined	.56	.58	9.9E02	-.25	.45	.001

Table 23 *(continued)*.

Analysis Of Population Means For Regional And Medium Size Colleges On The Effect Of "Recruitment Factors"

Measure	t	Sig (2-tailed)	Mean Diff	95% CI		η^2
				Lower	Upper	
Recruitment employs minority media	-.16	.88	-7.7E02	-1.1	.90	.000
Partnerships used in faculty searches	.31	.76	6.4E02	-.34	.47	.000
Search committees include Hispanic faculty	.99	.32	.41	-.41	1.24	.004
Search committees include area Hispanic professionals	.38	.71	7.1E02	-.30	.44	.001
Predetermine selection criteria rates qualifications	.98	.33	.16	-.16	.48	.004
Focused on finding best qualified	-1.0	.31	-.20	-.58	.18	.005
Early consensus on rating qualifications	1.2	.25	.21	-.14	.56	.006
Perceptions regarding availability of qualified Hispanics	-3.5	.001*	-.70	-1.1	-.3	.053
Recruitment total	-.47	.636	-5.6E02	-.29	.18	.001

Note: * $\rho < .05$ level of significance testing for the null hypotheses

Participant Comments

The few comments that were received were too brief and varied to categorize. However, from the administrators' perspective, the issues were geographic isolation, funding, and availability of qualified pool of candidates. From the faculty perspective the issues were narrow window of opportunity, biases on the part of search committees and divisions chairs, negative assumptions regarding their qualifications, narrow searches, and grooming of preferred candidates. On the positive side, Hispanic faculty commented favorably on the aggressive recruiting efforts employed by certain academic officers.

Extended Analysis

Comparison of the means of "successful" and "unsuccessful" colleges produced unexpected outcomes in light of the literature, the directional research hypotheses, and rate of Hispanic faculty hiring. The results, if true to expectations, should have documented greater agreement between the practices of "successful" colleges and those identified in the literature and reflected in the survey instrument. In contrast, the analysis of the data produced higher means for "unsuccessful" colleges on those measures in which a significant difference was noted. Table 24 recaps data relative to the significant differences between the means of "successful" and "unsuccessful" colleges on 12 measures of "institutional", "environmental", and "recruitment" factors. Table 24 also includes ρ values, effect size (η^2), confidence intervals, and information on the direction of the difference for each of the measures. The limited number of administrator

responses from "successful" colleges precluded a more extensive examination. It was determined that an extended analysis was needed. The original analyses had used combined populations of administrator and Hispanic faculty from "successful" and "unsuccessful" colleges.

The question that prompted more in-depth examination was whether the results indicated "successful" colleges were succeeding in hiring Hispanic faculty for reasons other than those suggested by the literature. If so, did this mean that doing the right thing the "unsuccessful" colleges indicated they were doing would not necessarily produce improved hiring rates. A preliminary analysis indicated that the Hispanic faculty and administrators at "unsuccessful" colleges had responded differently to the survey. Therefore an extended analysis was undertaken to compare the responses from the "successful" colleges to the administrator and Hispanic faculty of "unsuccessful" colleges. A univariate analysis of variance was done to assess the differences between the three groups. Analysis of variance is used to test the hypothesis that several means are equal. This technique is an extension of the two-sample t test (SPSS, 1999, p. 121). The analysis of variance examined the following comparisons to determine if there was a significance difference in the means of these groups on those measures in which "unsuccessful" colleges had previously produced higher means (a) faculty and administrators from "successful" colleges with faculty from "unsuccessful" colleges, (b) faculty and administrators from "successful" colleges with administrators from "unsuccessful" colleges, and (c) faculty from "unsuccessful" colleges with administrators from "unsuccessful" colleges.

Table 24
Measures of Significant Differences of "Successful" and "Unsuccessful" Colleges From Table 7

Research Hypothesis and Measure	t	Sig (2-tailed)	Mean Diff	95% CI		η^2	Direction of Difference
				Lower	Upper		
"Institutional" Factors							
RH_1- "One or more of the 15 measures of the "institutional" factors has a significant effect on the successful hiring of Hispanic faculty in Texas community colleges".							
Highest level commitment to diversity	-2.36	.019*	-.61	-1.11	-.10	.03	Opposite from the expected on both the literature and the directional hypothesis.
Hierarchy reiterates importance of inclusion	-2.62	.009*	-.75	-1.31	-.19	.03	Opposite from the expected on both the literature and the directional hypothesis.

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Table 24 *(continued)*.

Measures of Significant Differences of "Successful" and "Unsuccessful" Colleges From Table 7

Research Hypothesis and Measure	t	Sig (2-tailed)	Mean Diff	95% CI		η^2	Direction of Difference
				Lower	Upper		
On-going diversity efforts	-2.62	.011*	-.78	-1.38	-.19	.04	Opposite from the expected on both the literature and the directional hypothesis.
Recruitment employs social networks	-2.28	.023*	-.62	-1.16	-8.4E02	.02	Opposite from the expected on both the literature and the directional hypothesis.
Faculty makeup reflects service area	-2.34	.020*	-.65	-1.20	-.10	.02	Opposite from the expected on both the literature and the directional hypothesis.
Communication among all faculty	-2.08	.038*	-.42	-.82	-2.3E02	.02	Opposite from the expected on both the literature and the directional hypothesis.
Institutional Total	-2.69	.008*	-.33	-.58	-8.9E02	.03	

Table 24 *(continued)*.

Measures of Significant Differences of "Successful" and "Unsuccessful" Colleges From Table 9

Research Hypothesis and Measure	t	Sig (2-tailed)	Mean Diff	95% CI		η^2	Direction of Difference
				Lower	Upper		
"Environmental" Factors							
RH_2 "One or more of the 10 measures of the "environmental" factors has a significant effect on the successful hiring of Hispanic faculty in Texas community colleges".							
Hispanic presence in local community	-4.09	.000*	-1.06	-1.57	-.55	.07	Opposite from the expected on both the literature and the directional hypothesis.

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Table 24 *(continued)*.

Measures of Significant Differences of "Successful" and "Unsuccessful" Colleges From Table 9

Research Hypothesis and Measure	t	Sig (2-tailed)	Mean Diff	95% CI		η^2	Direction of Difference
				Lower	Upper		
Presence of Hispanic faculty	-2.15	.033*	-.59	-1.13	-4.8E02	.02	Opposite from the expected on both the literature and the directional hypothesis.
Institutional Hispanic professional staff on search committees	-2.14	.034*	-.59	-1.13	-4.5E02	.02	Opposite from the expected on both the literature and the directional hypothesis.
Environmental total	-2.34	.023*	-.31	-.58	-4.4E02	.03	

Table 24 *(continued).*

Measures of Significant Differences of "Successful" and "Unsuccessful" Colleges From Table 11

Research Hypothesis and Measure	t	Sig (2-tailed)	Mean Diff	95% CI		η^2	Direction of Difference
				Lower	Upper		
			"Recruitment" Factors				
RH_3 "One or more of the 10 measures of the "recruitment" factors has a significant effect on the successful hiring of Hispanic faculty in Texas community colleges".							
Position descriptions clearly defined	-2.87	.006*	-.76	-1.29	-.23	.05	Opposite from the expected on both the literature and the directional hypothesis.
Partnerships used in faculty searches	-2.19	.030*	-.55	-1.04	-5.4E02	.02	Opposite from the expected on both the literature and the directional hypothesis.

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Table 24 *(continued)*.

Measures of Significant Differences of "Successful" and "Unsuccessful" Colleges From Table 11

Research Hypothesis and Measure	t	Sig (2-tailed)	Mean Diff	95% CI		η^2	Direction of Difference
				Lower	Upper		
Early consensus on rating qualifications	-2.2	.030*	-.55	-1.04	-5.4E02	.03	Opposite from the expected on both the literature and the directional hypothesis.
Recruitment total	-3.6	.000*	-.52	-.81	-.23	.06	

Note: * $\rho < .05$ level of significance testing for the null hypotheses; CI- confidence interval

Data Exploration

It was deemed appropriate to examine the data relative to "unsuccessful" colleges since the means for this population were consistently higher. Table 25 provides descriptive statistics for administrators and faculty from "unsuccessful" colleges on the measures of "institutional", "environmental", and "recruitment" factors on which significant differences had previously been noted. As noted in Table 25 the administrators consistently rated their recruitment and hence hiring practices much higher than did the Hispanic faculty.

Table 25
Descriptive Statistics for Faculty And Administrators From "Unsuccessful" Colleges

Measure	Group	N	Mean	Std. Deviation	S.E.M
"Institutional" Factors					
# 1- Highest level commitment to diversity	Faculty	48	5.29	1.99	.29
	Administrators	132	5.82	1.22	.11
# 2- Hierarchy reiterates importance of inclusion	Faculty	47	4.73	1.75	.30
	Administrators	132	5.31	1.49	.13
# 4- On-going diversity efforts	Faculty	48	4.15	1.87	.27
	Administrators	132	5.57	1.14	9.9E02
# 5- Recruitment employs social networks	Faculty	48	3.92	1.99	.29
	Administrators	132	5.04	1.28	.11
# 8 Faculty makeup reflects service area	Faculty	48	4.15	1.91	.28
	Administrators	131	5.75	1.19	.10
# 13- Communication among all faculty	Faculty	48	5.31	1.40	.20
	Administrators	132	5.75	1.04	9.0E02
Institutional Total	Faculty	48	3.97	.90	.13
	Administrators	132	4.52	.54	4.7E02

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Table 25 (continued).

Descriptive Statistics for Faculty And Administrators From "Unsuccessful" Colleges

Measure	Group	N	Mean	Std. Deviation	S.E.M
	"Environmental" Factors				
# 19- Hispanic presence in local community	Faculty	48	2.15	1.32	.19
	Administrators	130	3.29	1.51	.13
# 21- Presence of Hispanic faculty	Faculty	48	4.38	1.90	.27
	Administrators	132	4.77	1.39	.11
# 22- Institutional Hispanic professional staff on search committees	Faculty	48	4.63	1.84	.27
	Administrators	132	4.84	1.45	.13
Environmental Total	Faculty	48	3.56	.83	.12
	Administrators	132	4.01	.51	4.5E02
	"Recruitment" Factors				
# 27- Position descriptions clearly defined	Faculty	48	5.29	1.52	.22
	Administrators	132	5.93	.99	8.6E02
# 29- Partnerships used in faculty searches	Faculty	47	3.68	1.73	.25
	Administrators	131	4.66	1.27	.11
# 34- Early consensus on rating qualifications	Faculty	48	5.04	1.52	.22
	Administrators	131	5.43	1.13	9.9E02
Recruitment Total	Faculty	48	4.34	.86	.12
	Administrators	132	4.98	.80	6.9E02

Note: S.E.M.= Standard error of the mean

A univariate analysis of variance was done to assess the differences between the means of the following (a) faculty and administrators from "successful" colleges with faculty from "unsuccessful" colleges, (b) faculty and administrators from "successful" colleges with administrators from "unsuccessful"

colleges, and (c) faculty from "unsuccessful" colleges with administrators from "unsuccessful" colleges.

Analysis Of "Institutional" Factors

Measure # 1- Highest level commitment to diversity.

As shown in Table 25, there were 43 faculty and administrators from "successful" colleges. The mean on measure # 1 for this group was 5.12 and the standard deviation was 1.61. There were 48 faculty from "unsuccessful" colleges. The mean on measure # 1 for this group was 5.29 and the standard deviation was 1.99. There were 132 administrators from "unsuccessful" colleges. The mean for this group on measure # 1 was 5.82 and the standard deviation was 1.22.

Results of the analysis of variance are presented in Table 26. The Levene's test of homogeneity shows a probability coefficient of .000 ($\rho < .05$). Equality of variance is rejected. Based on the Levene's test, the Tamhane T2 post hoc procedure was used to establish the upper and lower limits of the 95% confidence interval for population mean differences (SPSS, 1999). This measure had a small effect size ($\eta^2 = .04$).

The null hypothesis is that there is no significant difference among the means of the groups. The analysis of variance procedure produced an F ratio probability value of .01 indicating a significant difference among the groups ($F = 4.67$, $\rho = .01$). The ρ value is less than the .05 confidence level. The null hypothesis is rejected. The Tamhane T2 post hoc procedure indicates that the mean for faculty and administrators from "successful" colleges is significantly

lower than the mean for administrators from "unsuccessful" colleges (ρ =.03). There was no significant difference between faculty from "successful" colleges and the faculty from "unsuccessful" colleges.

Measure # 2- Hierarchy reiterates importance of inclusion.

There were 43 faculty and administrators from "successful" colleges. The mean on measure # 2 for this group was 4.40 and the standard deviation was 1.75. There were 48 faculty from "unsuccessful" colleges. The mean on measure # 2 for this group was 4.73 and the standard deviation was 1.93. There were 131 administrators from "unsuccessful" colleges. The mean for this group on measure # 2 was 5.31 and the standard deviation was 1.49.

The Levene's test of homogeneity shows a probability coefficient of .035 (ρ <.05). Equality of variance is rejected. Based on the Levene's test, the Tamhane T2 post hoc procedure was used to establish the upper and lower limits of the 95% confidence interval for population mean differences (SPSS, 1999). This measure had a small effect size (η^2= .05).

The null hypothesis is that there is no significant difference among the means of the groups. The analysis of variance procedure produced an F ratio probability value of .00 indicating a significant difference among the groups (F= 5.82, ρ =.00). The ρ value is less than the .05 confidence level. The null hypothesis is rejected. The Tamhane T2 post hoc procedure indicates that the mean for faculty and administrators from "successful" colleges is significantly lower than the mean for administrators from "unsuccessful" colleges (ρ =.01).

Measure # 4- On-going diversity efforts.

There were 43 faculty and administrators from "successful" colleges. The mean on measure # 4 for this group was 4.47 and the standard deviation was 1.82. There were 48 faculty from "unsuccessful" colleges. The mean on measure # 4 for this group was 4.15 and the standard deviation was 1.87. There were 132 administrators from "unsuccessful" colleges. The mean for this group on measure # 4 was 5.57 and the standard deviation was 1.59.

The Levene's test of homogeneity shows a probability coefficient of .000 ($\rho < .05$). Equality of variance is rejected. Based on the Levene's test, the Tamhane T2 post hoc procedure was used to establish the upper and lower limits of the 95% confidence interval for population mean differences (SPSS, 1999). This measure had a large effect size ($\eta^2 = .16$).

The null hypothesis is that there is no significant difference among the means of the groups. The analysis of variance procedure produced an F ratio probability value of .00 indicating a significant difference among the groups ($F = 20.79$, $\rho = .00$). The ρ value is less than the .05 confidence level. The null hypothesis is rejected. The Tamhane T2 post hoc procedure indicates that the mean for faculty and administrators from "successful" colleges is significantly lower than the mean for administrators from "unsuccessful" colleges ($\rho = .00$). The Tamhane T2 post hoc procedure also indicates that the mean for faculty from "unsuccessful" colleges is significantly lower than the mean for administrators from "unsuccessful" colleges ($\rho = .00$). There was no significant

difference between administrators and Hispanic faculty from "successful" colleges and Hispanic faculty from "unsuccessful" colleges.

Measure # 5- Recruitment employs social networks.

There were 43 faculty and administrators from "successful" colleges. The mean on measure # 5 for this group was 4.16 and the standard deviation was 1.63. There were 48 faculty from "unsuccessful" colleges. The mean on measure # 5 for this group was 3.92 and the standard deviation was 1.99. There were 132 administrators from "unsuccessful" colleges. The mean for this group on measure # 5 was 5.04 and the standard deviation was 1.28.

The Levene's test of homogeneity shows a probability coefficient of .000 (sig <.05). Equality of variance is rejected. Based on the Levene's test, the Tamhane T2 post hoc procedure was used to establish the upper and lower limits of the 95% confidence interval for population mean differences (SPSS, 1999). This measure had a medium effect size (η^2= .10).

The null hypothesis is that there is no significant difference among the means of the groups. The analysis of variance procedure produced an F ratio probability value of .00 indicating a significant difference among the groups (F= 11.97, ρ =.00). The ρ value is less than the .05 confidence level. The null hypothesis is rejected. The Tamhane T2 post hoc procedure indicates that the mean for faculty and administrators from "successful" colleges is significantly lower than the mean for administrators from "unsuccessful" colleges (ρ =.01). The Tamhane T2 post hoc procedure also indicates that the mean for faculty from "unsuccessful" colleges is significantly lower than the mean for

administrators from "unsuccessful" colleges (ρ =.00). There was no significant difference between administrators and Hispanic faculty from "successful" colleges and Hispanic faculty from "unsuccessful" colleges.

Measure # 8- Faculty makeup reflects service area.

There were 43 faculty and administrators from "successful" colleges. The mean on measure # 8 for this group was 4.70 and the standard deviation was 1.79. There were 48 faculty from "unsuccessful" colleges. The mean on measure # 8 for this group was 4.15 and the standard deviation was 1.91. There were 131administrators from "unsuccessful" colleges. The mean for this group on measure # 8 was 5.75 and the standard deviation was 1.19.

The Levene's test of homogeneity shows a probability coefficient of .000 (ρ <.05). Equality of variance is rejected. Based on the Levene's test, the Tamhane T2 post hoc procedure was used to establish the upper and lower limits of the 95% confidence interval for population mean differences (SPSS, 1999). This measure had a large effect size (η^2= .17).

The null hypothesis is that there is no significant difference among the means of the groups. The analysis of variance procedure produced an F ratio probability value of .00 indicating a significant difference among the groups (F= 23.06, ρ =.00). The ρ value is less than the .05 confidence level. The null hypothesis is rejected. The Tamhane T2 post hoc procedure indicates that the mean for faculty and administrators from "successful" colleges is significantly lower than the mean for administrators from "unsuccessful" colleges (ρ =.00). The Tamhane T2 post hoc procedure indicates that the mean for faculty from

"unsuccessful" colleges is significantly lower than the mean for administrators from "unsuccessful" colleges (ρ =.00). There was no significant difference between administrators and Hispanic faculty from "successful" colleges and Hispanic faculty from "unsuccessful" colleges.

Measure # 13- Communication among all faculty.

There were 43 faculty and administrators from "successful" colleges. The mean on measure # 13 for this group was 5.26 and the standard deviation was 1.26. There were 48 faculty from "unsuccessful" colleges. The mean on measure # 13 for this group was 5.31 and the standard deviation was 1.40. There were 132 administrators from "unsuccessful" colleges. The mean for this group on measure # 13 was 5.75 and the standard deviation was 1.04.

The Levene's test of homogeneity shows a probability coefficient of .379 (ρ >.05). Equality of variance is accepted. Based on the Levene's test, the Bonferroni post hoc procedure was used to establish the upper and lower limits of the 95% confidence interval for population mean differences (SPSS, 1999). This measure had a small effect size (η^2= .04).

The null hypothesis is that there is no significant difference among the means of the groups. The analysis of variance procedure produced an F ratio probability value of .02 indicating a significant difference among the groups (F= 4.29, ρ =.02). The ρ value is less than the .05 confidence level. The null hypothesis is rejected. The Bonferroni post hoc procedure indicates that the mean for faculty and administrators from "successful" colleges is significantly lower than the mean for administrators from "unsuccessful" colleges (ρ =.05).

There was no significant difference between administrators and Hispanic faculty from "successful" colleges and Hispanic faculty from "unsuccessful" colleges. There was no significant difference between administrators from "unsuccessful" colleges and Hispanic faculty from "unsuccessful" colleges.

Measure of Institutional Total.

There were 43 faculty and administrators from "successful" colleges. The mean on measure of institutional total for this group was 4.07 and the standard deviation was .84. There were 48 faculty from "unsuccessful" colleges. The mean on measure of institutional total for this group was 3.97 and the standard deviation was .90. There were 132 administrators from "unsuccessful" colleges. The mean for this group on measure of institutional total was 4.52 and the standard deviation was .54.

The Levene's test of homogeneity shows a probability coefficient of .00 ($\rho < .05$). Equality of variance is rejected. Based on the Levene's test, the Tamhane T2 post hoc procedure was used to establish the upper and lower limits of the 95% confidence interval for population mean differences (SPSS, 1999). This measure had a medium effect size ($\eta^2 = .12$).

The null hypothesis is that there is no significant difference among the means of the groups. The analysis of variance procedure produced an F ratio probability value of .00 indicating a significant difference among the groups ($F = 14.25$, $\rho = .00$). The ρ value is less than the .05 confidence level. The null hypothesis is rejected. The Tamhane T2 post hoc procedure indicates that the mean for faculty and administrators from "successful" colleges is significantly

lower than the mean for administrators from "unsuccessful" colleges (ρ =.01). The Tamhane T2 post hoc procedure indicates that the mean for faculty from "unsuccessful" colleges is significantly lower than the mean for administrators from "unsuccessful" colleges (ρ =.00). There was no significant difference between administrators and Hispanic faculty from "successful" colleges and Hispanic faculty from "unsuccessful" colleges.

Table 26
On Way Analysis of Variance On the Effect of "Institutional" Factors On Successful Hiring Of Hispanic Faculty

RH_1- "One or more of the 15 measures of the "institutional" factors has a significant effect on the successful hiring of Hispanic faculty in Texas community colleges".

Measure	Comparison	95% CI		F	Sig	η^2
		Lower	Upper			
# 1- Highest level commitment	Overall			4.7	.010	.04
to diversity	Succ Adm & Fac - Unsucc Fac	-1.09	.74		.96	
	Succ Adm & Fac - Unsucc Adm	-1.36	-4.6E02		.03*	
	Unsucc Fac - Unsucc Adm	-1.28	.22		.25	
# 2- Hierarchy reiterates	Overall			5.8	.003	.05
importance of inclusion	Succ Adm & Fac - Unsucc Fac	-1.27	.60		.77	
	Succ Adm & Fac - Unsucc Adm	-1.64	-.18		.01*	
	Unsucc Fac - Unsucc Adm	-1.33	.18		.18	
# 4- On-going diversity efforts	Overall			20.8	.00	.16
	Succ Adm & Fac - Unsucc Fac	-.62	1.26		.80	
	Succ Adm & Fac - Unsucc Adm	-1.83	-.38		.00*	
	Unsucc Fac - Unsucc Adm	-2.13	-.72		.00*	

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Table 26 *(continued)*.

On Way Analysis of Variance On the Effect of "Institutional" Factors On Successful Hiring Of Hispanic Faculty

Measure	Comparison	95% CI		F	Sig	η^2
		Lower	Upper			
# 5- Recruitment employs social networks	Overall			12.0	.000	.10
	Succ Adm & Fac - Unsucc Fac	-.68	1.17		.888	
	Succ Adm & Fac - Unsucc Adm	-1.54	-.21		.006*	
	Unsucc Fac - Unsucc Adm	-1.88	-.37		.002*	
# 8- Faculty makeup reflects service area	Overall			23.0	.000	.17
	Succ Adm & Fac - Unsucc Fac	-.39	1.50		.405	
	Succ Adm & Fac - Unsucc Adm	-1.77	-.33		.002*	
	Unsucc Fac - Unsucc Adm	-2.33	-.88		.000*	
# 13- Communication among all faculty	Overall			4.30	.015	.04
	Succ Adm & Fac - Unsucc Fac	-.65	.53		1.00	
	Succ Adm & Fac - Unsucc Adm	-.99	-1.5E04		.050	
	Unsucc Fac - Unsucc Adm	-.91	3.7E02		.081	

Table 26 *(continued)*.

On Way Analysis of Variance On the Effect of "Institutional" Factors On Successful Hiring Of Hispanic Faculty

Measure	Comparison	95% CI		F	Sig	η^2
		Lower	Upper			
Institutional Total	Overall			14.3	.000	.115
	Succ Adm & Fac - Unsucc Fac	-.35	.54		.939	
	Succ Adm & Fac - Unsucc Adm	-.79	-.12		.005*	
	Unsucc Fac - Unsucc Adm	-.89	-.21		.001*	

Note: Succ Adm & Fac = Administrators and faculty from "Successful" colleges; Unsucc fac = Faculty from "unsuccessful" colleges; Unsucc Adm = Administrators from "unsuccessful" colleges; 95%CI= confidence interval;

Sig < .05 = level of significance testing for the null hypotheses.

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Analysis Of "Environmental" Factors

Measure # 19- Hispanic presence in local community.

As shown in Table 25, there were 42 faculty and administrators from "successful" colleges. The mean on measure # 19 for this group was 1.90 and the standard deviation was 1.21. There were 48 faculty from "unsuccessful" colleges. The mean on measure # 19 for this group was 2.15 and the standard deviation was 1.32. There were 130 administrators from "unsuccessful" colleges. The mean for this group on measure # 19 was 3.29 and the standard deviation was 1.51.

The Levene's test of homogeneity shows a probability coefficient of .23 ($\rho > .05$). Equality of variance is accepted. Based on the Levene's test, the Bonferroni post hoc procedure was used to establish the upper and lower limits of the 95% confidence interval for population mean differences (SPSS, 1999). This measure had a large effect size ($\eta^2 = .16$).

The null hypothesis is that there is no significant difference among the means of the groups. The analysis of variance procedure produced an F ratio probability value of .00 indicating a significant difference among the groups ($F = 21.23$, $\rho = .00$). The ρ value is less than the .05 confidence level. The null hypothesis is rejected. The Bonferroni post hoc procedure indicates that the mean for faculty and administrators from "successful" colleges is significantly lower than the mean for administrators from "unsuccessful" colleges ($\rho = .00$). The Bonferroni post hoc procedure also indicates that the mean for faculty from "unsuccessful" colleges is significantly lower than the mean for administrators from "unsuccessful" colleges ($\rho = .00$). There was no significant

difference between administrators and Hispanic faculty from "successful" colleges and Hispanic faculty from "unsuccessful" colleges.

Measure # 21- Presence of Hispanic faculty.

There were 42 faculty and administrators from "successful" colleges. The mean on measure # 21 for this group was 4.07 and the standard deviation was 1.73. There were 48 faculty from "unsuccessful" colleges. The mean on measure # 21 for this group was 4.38 and the standard deviation was 1.90. There were 132 administrators from "unsuccessful" colleges. The mean for this group on measure # 21 was 4.77 and the standard deviation was 1.39.

The Levene's test of homogeneity shows a probability coefficient of .01 ($\rho < .05$). Equality of variance is rejected. Based on the Levene's test, the Tamhane T2 post hoc procedure was used to establish the upper and lower limits of the 95% confidence interval for population mean differences (SPSS, 1999). This measure had a small effect size ($\eta^2 = .03$).

The null hypothesis is that there is no significant difference among the means of the groups. The analysis of variance procedure produced an F ratio probability value of .03 indicating a significant difference among the groups ($F = 3.47$, $\rho = .03$). The ρ value is less than the .05 confidence level. Since equality of variance had been rejected ($\rho < .05$), the Tamhane T2 post hoc procedure indicates no significant differences in the means of the groups. The null hypothesis is not rejected.

Measure # 22- Institutional Hispanic professional staff on search committees.

There were 42 faculty and administrators from "successful" colleges. The mean on measure # 22 for this group was 4.19 and the standard deviation was 1.71. There

were 48 faculty from "unsuccessful" colleges. The mean on measure # 22 for this group was 4.63 and the standard deviation was 1.84. There were 132 administrators from "unsuccessful" colleges. The mean for this group on measure # 22 was 4.84 and the standard deviation was 1.45.

The Levene's test of homogeneity shows a probability coefficient of .08 ($\rho > .05$). Equality of variance is accepted. Based on the Levene's test, the Bonferroni post hoc procedure was used to establish the upper and lower limits of the 95% confidence interval for population mean differences (SPSS, 1999). This measure had a small effect size ($\eta^2 = .02$).

The null hypothesis is that there is no significant difference among the means of the groups. The analysis of variance procedure produced an F ratio probability value of .07 indicating no significant difference among the groups ($F = 2.69$, $\rho = .07$). The ρ value is greater than the .05 confidence level. Since equality of variance had been accepted ($\rho > .05$), the Bonferroni post hoc procedure indicates no significant differences in the means of the groups. The null hypothesis is not rejected.

Measure- Environmental total.

There were 43 faculty and administrators from "successful" colleges. The mean on measure of environmental total for this group was 3.56 and the standard deviation was .81. There were 48 faculty from "unsuccessful" colleges. The mean on measure of environmental total for this group was 3.56 and the standard deviation was .84. There were 132 administrators from "unsuccessful" colleges. The mean for this group on measure of environmental total was 4.01 and the standard deviation was .51.

The Levene's test of homogeneity shows a probability coefficient of .00 ($\rho < .05$). Equality of variance is not accepted. Based on the Levene's test, the Tamhane T2 post hoc procedure was used to establish the upper and lower limits of the 95% confidence interval for population mean differences (SPSS, 1999). This measure had a medium effect size ($\eta^2 = .11$).

The null hypothesis is that there is no significant difference among the means of the groups. The analysis of variance procedure produced an F ratio probability value of .00 indicating a significant difference among the groups ($F = 12.86$, $\rho = .00$). The ρ value is less than the .05 confidence level. The Tamhane T2 post hoc procedure indicates that the mean for faculty and administrators from "successful" colleges is significantly lower than the mean for administrators from "unsuccessful" colleges ($\rho = .00$). The Tamhane T2 post hoc procedure also indicates that the mean for faculty from "unsuccessful" colleges is significantly lower than the mean for administrators from "unsuccessful" colleges ($\rho = .00$). There was no significant difference between administrators and Hispanic faculty from "successful" colleges and Hispanic faculty from "unsuccessful" colleges.

Table 27

On Way Analysis of Variance On the Effect of "Environmental" Factors On Successful Hiring Of Hispanic Faculty

RH_2 "One or more of the 10 measures of the "environmental" factors has a significant effect on the successful hiring of Hispanic faculty in Texas community colleges".

Measure	Comparison	95% CI		F	Sig	η^2
		Lower	Upper			
# 19- Hispanic presence in	Overall			21.3	.000	.16
local community	Succ Adm & Fac - Unsucc Fac	-.96	.48		1.00	
	Succ Adm & Fac - Unsucc Adm	-1.99	-.78		.000*	
	Unsucc Fac - Unsucc Adm	-1.72	-.57		.000*	
# 21 - Presence of Hispanic	Overall			3.46	.033	.03
faculty	Succ Adm & Fac - Unsucc Fac	-1.23	.63		.814	
	Succ Adm & Fac - Unsucc Adm	-1.41	2.7E02		.062	
	Unsucc Fac - Unsucc Adm	-1.03	.25		.482	
# 22- Institutional Hispanic	Overall			2.69	.070	.02
professional staff on	Succ Adm & Fac - Unsucc Fac	-1.24	.38		.591	
search committees	Succ Adm & Fac - Unsucc Adm	-1.33	2.9E02		.066	
	Unsucc Fac - Unsucc Adm	-.86	.43		1.00	

Table 27 *(continued)*.

On Way Analysis of Variance On the Effect of "Environmental" Factors On Successful Hiring Of Hispanic Faculty

Measure	Comparison	95% CI		F	Sig	η^2
		Lower	Upper			
Environmental total	Overall			12.86	.000	.105
	Succ Adm & Fac - Unsucc Fac	-.42	.43		1.00	
	Succ Adm & Fac - Unsucc Adm	-.78	-.13		.003*	
	Unsucc Fac - Unsucc Adm	-.77	-.14		.002*	

Note: Succ_Adm & Fac = Administrators and faculty from "Successful" colleges; Unsucc fac = Faculty from "unsuccessful" colleges; Unsucc Adm = Administrators from "unsuccessful" colleges; 95%CI= confidence interval; $\rho < .05$ = level of significance testing for the null hypotheses.

Analysis Of "Recruitment" Factors

Measure 27- # 27- Position descriptions clearly defined.

As shown in Table 25, there were 43 faculty and administrators from "successful" colleges. The mean on measure # 27 for this group was 5.05 and the standard deviation was 1.63. There were 48 faculty from "unsuccessful" colleges. The mean on measure # 27 for this group was 5.29 and the standard deviation was 1.52. There were 132 administrators from "unsuccessful" colleges. The mean for this group on measure # 27 was 5.93 and the standard deviation was .99.

The Levene's test of homogeneity shows a probability coefficient of .00 ($\rho < .05$). Equality of variance is not accepted. Based on the Levene's test, the Tamhane T2 post hoc procedure was used to establish the upper and lower limits of the 95% confidence interval for population mean differences (SPSS, 1999). This measure had a medium effect size ($\eta^2 = .09$).

The null hypothesis is that there is no significant difference among the means of the groups. The analysis of variance procedure produced an F ratio probability value of .00 indicating a significant difference among the groups ($F = 10.16$, $\rho = .00$). The ρ value is less than the .05 confidence level. The null hypothesis is rejected. The Tamhane T2 post hoc procedure indicates that the mean for faculty and administrators from "successful" colleges is significantly lower than the mean for administrators from "unsuccessful" colleges ($\rho = .00$). The Tamhane T2 post hoc procedure also indicates that the mean for faculty from "unsuccessful" colleges is significantly lower than the mean for administrators from "unsuccessful" colleges ($\rho = .03$). There was no significant

difference between administrators and Hispanic faculty from "successful" colleges and Hispanic faculty from "unsuccessful" colleges.

Measure # 29- Partnerships used in faculty searches.

There were 42 faculty and administrators from "successful" colleges. The mean on measure # 29 for this group was 3.90 and the standard deviation was 1.34. There were 47 faculty from "unsuccessful" colleges. The mean on measure # 29 for this group was 3.68 and the standard deviation was 1.73. There were 131 administrators from "unsuccessful" colleges. The mean for this group on measure # 29 was 4.66 and the standard deviation was 1.27.

The Levene's test of homogeneity shows a probability coefficient of .04 ($\rho < .05$). Equality of variance is not accepted. Based on the Levene's test, the Tamhane T2 post hoc procedure was used to establish the upper and lower limits of the 95% confidence interval for population mean differences (SPSS, 1999). This measure had a medium effect size ($\eta^2 = .09$).

The null hypothesis is that there is no significant difference among the means of the groups. The analysis of variance procedure produced an F ratio probability value of .00 indicating a significant difference among the groups ($F = 10.61$, $\rho = .00$). The ρ value is less than the .05 confidence level. The null hypothesis is rejected. The Tamhane T2 post hoc procedure indicates that the mean for faculty and administrators from "successful" colleges is significantly lower than the mean for administrators from "unsuccessful" colleges ($\rho = .01$). The Tamhane T2 post hoc procedure also indicates that the mean for faculty from "unsuccessful" colleges is significantly lower than the mean for administrators from "unsuccessful" colleges ($\rho = .00$). There was no significant

difference between administrators and Hispanic faculty from "successful" colleges and Hispanic faculty from "unsuccessful" colleges.

Measure # 34- Early consensus on rating qualifications.

There were 43 faculty and administrators from "successful" colleges. The mean on measure # 34 for this group was 4.84 and the standard deviation was 1.48. There were 48 faculty from "unsuccessful" colleges. The mean on measure # 34 for this group was 5.04 and the standard deviation was 1.52. There were 131 administrators from "unsuccessful" colleges. The mean for this group on measure # 34 was 5.43 and the standard deviation was 1.13.

The Levene's test of homogeneity shows a probability coefficient of .02 ($\rho < .05$). Equality of variance is not accepted. Based on the Levene's test, the Tamhane T2 post hoc procedure was used to establish the upper and lower limits of the 95% confidence interval for population mean differences (SPSS, 1999). This measure had a small effect size ($\eta^2 = .04$).

The null hypothesis is that there is no significant difference among the means of the groups. The analysis of variance procedure produced an F ratio probability value of .02 indicating a significant difference among the groups ($F = 4.02$, $\rho = .02$). The ρ value is less than the .05 confidence level. Since equality of variance had been rejected ($\rho < .05$), the Tamhane T2 post hoc procedure indicates no significant differences in the means of the groups. The null hypothesis is not rejected.

Measure- Recruitment total.

There were 43 faculty and administrators from "successful" colleges. The mean on measure of recruitment total for this group was 4.32 and the standard deviation was

.78. There were 48 faculty from "unsuccessful" colleges. The mean on measure of recruitment total for this group was 4.34 and the standard deviation was .86. There were 132 administrators from "unsuccessful" colleges. The mean for this group on measure of recruitment total was 4.98 and the standard deviation was .80.

The Levene's test of homogeneity shows a probability coefficient of .49 ($\rho > .05$). Equality of variance is accepted. Based on the Levene's test, the Bonferroni post hoc procedure was used to establish the upper and lower limits of the 95% confidence interval for population mean differences (SPSS, 1999). This measure had a large effect size ($\eta^2 = .14$).

The null hypothesis is that there is no significant difference among the means of the groups. The analysis of variance procedure produced an F ratio probability value of .00 indicating a significant difference among the groups ($F = 17.4$, $\rho = .00$). The ρ value is less than the .05 confidence level. The null hypothesis is rejected. The Bonferroni post hoc procedure indicates that the mean for faculty and administrators from "successful" colleges is significantly lower than the mean for administrators from "unsuccessful" colleges ($\rho = .00$). The Bonferroni post hoc procedure also indicates that the mean for faculty from "unsuccessful" colleges is significantly lower than the mean for administrators from "unsuccessful" colleges ($\rho = .00$). There was no significant difference between administrators and Hispanic faculty from "successful" colleges and Hispanic faculty from "unsuccessful" colleges.

Table 28

On Way Analysis of Variance On the Effect of "Recruitment" Factors On Successful Hiring Of Hispanic Faculty

RH_3 "One or more of the 10 measures of the "recruitment" factors has a significant effect on the successful hiring of Hispanic faculty in Texas community colleges".

Measure	Comparison	95% CI		F	Sig	η^2
		Lower	Upper			
# 27- Position descriptions clearly defined	Overall			10.2	.000	.09
	Succ_Adm & Fac - Unsucc _Fac	-1.05	.56		.844	
	Succ_Adm & Fac - Unsucc_Adm	-1.54	-.24		.004*	
	Unsucc _Fac - Unsucc_Adm	-1.22	-6.3E02		.025*	
# 29 - Partnerships used in faculty searches	Overall			10.6	.000	.09
	Succ_Adm & Fac - Unsucc _Fac	-.57	1.02		.871	
	Succ_Adm & Fac - Unsucc_Adm	-1.33	-.18		.006*	
	Unsucc _Fac - Unsucc_Adm	-1.65	-.30		.002*	
# 34- Early consensus on rating qualifications	Overall			4.02	.019	.04
	Succ_Adm & Fac - Unsucc _Fac	-.97	.56		.887	
	Succ_Adm & Fac - Unsucc_Adm	-1.20	1.5E02		.058	
	Unsucc _Fac - Unsucc_Adm	-.97	.20		.301	

Table 28 *(continued)*.

On Way Analysis of Variance On the Effect of "Recruitment" Factors On Successful Hiring Of Hispanic Faculty

Measure	Comparison	95% CI		F	Sig	η^2
		Lower	Upper			
Recruitment total	Overall			17.4	.000	.14
	Succ_Adm & Fac - Unsucc _Fac	-.42	.39		1.00	
	Succ_Adm & Fac - Unsucc_Adm	-1.0	-.32		.000*	
	Unsucc _Fac - Unsucc_Adm	-.97	-.31		.000*	

Note: Succ_Adm & Fac = Administrators and faculty from "Successful" colleges; Unsucc_fac = Faculty from "unsuccessful" colleges; Unsucc_Adm = Administrators from "unsuccessful" colleges; 95%CI= confidence interval; Sig < .05 = level of significance testing for the null hypothesis

Summary

Each research question has been addressed in the chapter. The following group comparisons were made to determine differences in the means:
(a) respondents from colleges that have been "successful" in the hiring of Hispanic faculty and those that have been "unsuccessful" as operationally defined, (b) male and female respondents, (c) "regional" and "medium" size community colleges as operationally defined, and (d) an extended analysis of was prompted by an initial analysis that indicated that the Hispanic faculty and administrators at "unsuccessful" colleges had responded differently to the survey. Therefore an extended analysis was undertaken to compare the responses from the "successful" colleges to the administrator and Hispanic faculty of "unsuccessful" colleges. A univariate analysis of variance was done to assess the differences between the three groups

This findings section is organized around the research questions as follows: (a) each record of findings is introduced by the statement of the research question, (b) statement of the research hypothesis follows, (c) data relative to the testing of the null hypotheses is presented, (d) explanation of findings in terms of the null hypothesis is recorded, and (e) a summary statement closes each section

Data analysis included an examination of each of the factors in which a difference in the means was found. Each section of analysis includes findings in regard to the null hypothesis, a review of the differences in the means of the groups. Final conclusions and recommendations are addressed in the following chapter.

CHAPTER V

CONCLUSIONS

This project emphasizes the link between Hispanic population growth, Hispanic educational attainment, the community college role in providing access to higher education for minorities and Hispanics in particular, and the strategic position that faculty occupy in this continuum. One of the issues emerging from the literature is the vital function of minority faculty in retention of minority students. Indications are that the presence of minority faculty is a critical factor in developing an institutional climate that is conducive to the success of minority students (Caldwell-Colbert, 1996; Lopez, 1996). This relationship has huge implications for Texas community colleges because of the high enrollment of first time minority students (*Strategic Plan 2001-2005*, 2000, p. 19).

Demographics indicate that the population of the U.S. is becoming increasingly diverse. Projections are that the Hispanic population will nearly triple by 2050 (Poirier, 2000). If current trends continue, Hispanics, Blacks, Asians, and American Indians will comprise almost half of the U.S. population by 2050 (*Changing America*, 1998). Hispanic Americans are rapidly becoming the largest ethnic group in the U.S.

Texas faces a similar population growth pattern. An annual population growth rate of 2% is expected in Texas between 2000- 2015. Hispanics will continue to be the fastest growing group and are expected to comprise 39% of the state population by 2015 up from 31% in 2000 (*Study Paper 27*, 2001). In addition, projections are that the Hispanic population will comprise 40.2% of the

state population by 2025 (THECB, *Strategic plan98*, 1995). Growth projections are that 80% of the increase in college students will occur in South Texas, Dallas/ Ft. Worth Metroplex, and the Houston/ Gulf Coast region (THECB, *Reconstructing the Educational Pipeline*, 1999).

The data highlight the importance of this study. The data also show community college enrollment and faculty composition of Texas higher education institutions similar to the national pattern. The *1998 Status Report* prepared by the Texas Higher Education Coordinating Board (THECB) documents ethnic representation among faculty as follows: "whites comprise approximately 82% of faculty at public community and technical colleges; Blacks and Hispanics comprise 5.5% and 10% respectively among community college faculty" (p.25). However, Blacks comprised 11.8% and Hispanics 27.0% of the Texas general population.

There is an apparent disconnect between the belief that all citizens are entitled to equal educational opportunities, the low educational attainment of minorities, and the representation of minorities among community college faculty. If the goal is to provide equal access to educational opportunity, a review of how minority students attain access to postsecondary education and of the academic and social experiences these students encounter while in college must be undertaken (Henriksen, 1995).

Brief Summary Of Findings

This study was undertaken to identify factors associated with the successful hiring of Hispanic faculty in Texas community colleges. Indications

are that Texas has made progress in hiring Hispanic faculty as evidenced by the increases in absolute numbers between 1980 and 1998 (*Access & Equity 2000*). During this time, Hispanic faculty in Texas community colleges increased from 906 to 2,589 (Grubb, 2000). However, Hispanics are severely underrepresented among faculty if the standard for evaluation is the rate of Hispanic representation in the general Texas population.

If it is true that "it is beneficial for minority students to see members of their race and ethnicity in prominent faculty positions because reflections of one's self are vital affirmations of worth and value" (Owens, Reis, & Hall, 1994, p. 61), it follows that the rate of minority faculty representation should reflect the general population. Both demographics and the literature suggest that the degree of Hispanic representation among community college faculty is not satisfactory. The problem addressed in this project is the underrepresentation of Hispanics among Texas community college faculty with an emphasis on identifying factors associated with the successful hiring of Hispanic faculty.

Several critical factors are converging at this time: the underrepresentation of Hispanic faculty in Texas community colleges, the critical need for Hispanic role models, the significant role that Texas community colleges play in providing access to higher education for Hispanics, and the fundamental demographic changes expected to occur in the state. Indications are that the vital role of community college faculty will become even more critical to retention efforts and ultimately to the state's economic future simply because such a large proportion of community college students are minorities.

Subjects of the Study

This study targets community colleges in the United States. The populations addressed include Hispanic faculty representing all Texas community colleges and a sample of administrative officers numbering 300 and including the college president, chief academic officer, personnel officer, and the affirmative action officer at each of the public community college districts in Texas.

A table of random numbers was used to select the sample of 300 Hispanic faculty. The list did not include adjuncts, retired faculty, or counselors. Individuals included in the sample were fulltime faculty with a Spanish surname.

Data Gathering

The data were collected during April and May, 2002 following the procedures outlined by Bailey (1994). A total of 600 surveys were mailed and 226 responded for a total response rate of 38%.

Data Analysis

Descriptive statistics were obtained by analyzing the data using the Statistical Package for the Social Sciences (SPSS). Analyses of the data include descriptive and inferential statistics. The *t*-test was used to determine if there was a significant difference between the means of (a) "successful" and "unsuccessful" colleges as operationally defined, (b) male and female respondents, and (c) regional and medium size community colleges as operationally defined.

The extended study of the data included a univariate analysis of variance to test the hypothesis that several means are equal. The analysis of variance

examined the following comparisons to determine if there was a significant difference in the means of the groups on those measures in which "unsuccessful" colleges had previously produced higher means: (a) faculty and administrators from "successful" colleges with faculty from "unsuccessful" colleges, (b) faculty and administrators from "successful" colleges with administrators from "unsuccessful" colleges, and (c) faculty from "unsuccessful" colleges with administrators from "unsuccessful" colleges.

Findings By Research Question

Although this project addresses nine research questions, the following three provide the substance of definition. The group comparisons addressed by the other six questions examine the perception of the effect of the measures of each of the "institutional", "environmental" and "recruitment factors" by gender and institution size. Gender did not affect perception as shown by an analysis of the data. The findings emerged from the analysis of "successful" and "unsuccessful "colleges and "regional" and "medium-size" colleges. Since the findings relate to one of the three research questions, subsequent discussions are grouped accordingly.

The findings are presented in the following format: (a) a statement of the research and null hypotheses follows each research question, (b) a brief discussion of findings is presented as suggested by the extended analysis and by the examination of responses from "regional" and "medium-size" colleges, and (c) a final summary for each research question closes out each section.

Research Question # 1: What Is The Effect Of "Institutional Factors" On The Successful Institutional Hiring Of Hispanic Faculty In Texas Community Colleges?

The research hypothesis states, "one or more of the 15 measures of the "institutional" factors has a significant effect on the successful hiring of Hispanic faculty in Texas community colleges". Null hypothesis one states, "there is no significant difference between successful and unsuccessful colleges on any of the 15 measures of 'institutional factors' that relate to the successful institutional hiring of Hispanic faculty in Texas community colleges". The null hypothesis was rejected as documented in Table 24. The extended analysis resulted in the rejection of the research hypothesis on each of the measures. The findings that follow emerged from the extended examination and also from the comparison of "regional" and "medium-size" colleges.

Finding # 1- Administrators At "Unsuccessful" Colleges Have A More Optimistic View Of The Effectiveness Of Their Recruitment Practices

The analyses of the data generated higher means for administrators at "unsuccessful" colleges. This pattern of over estimation was consistent on all measures and in all group comparisons. The data suggest that administrators at "unsuccessful" colleges may overestimate the effectiveness and reach of their recruitment practices. This conclusion seems to be supported by the perspective of Hispanic faculty at those same institutions.

Finding # 2- Hispanic Faculty From "Unsuccessful" Colleges Do Not Share The Perspective Of Administrators At Those Same "Unsuccessful" Colleges.

The pattern is consistent on all measures. The statistical procedures revealed significant differences in the means of faculty from "unsuccessful" colleges and administrators from those same colleges. The data suggest that administrators may perceive and hence report a different reality than that experienced by Hispanic faculty who have been the targets of their recruiting efforts.

Finding # 3- Availability of Hispanic faculty may be an issue of geography.

The location of the institution may be a critical issue. However, the belief that qualified Hispanic faculty are available may be a related issue since this surfaced as significant as a measure of "institutional" and "recruitment" factors. Qualified Hispanics may well be more readily available in the large urban areas where the regional schools are generally located. If this is the case, accessibility may be more of a factor than availability. The range of recruiting efforts may also be a factor. Comments from administrators and faculty stressed the importance of location.

Finding # 4- Faculty Diversity Is Valued

The data suggest agreement on the benefit of having a diverse faculty. All groups strongly agreed with the statement that all students benefit from a diverse faculty. In addition, this finding is supported by the literature. According to the American Council on Education (ACE) report on diversity (2000) "hundreds of colleges and universities recognize the educational value of diversity and view student and faculty diversity as an essential resource for optimizing teaching and learning" (p.1). While responses from all groups supported faculty diversity,

hiring rates at "unsuccessful" colleges continue to be an issue. The underrepresentation of Hispanics among faculty may be a function of location and therefore a provincial outlook. It may be one thing to intellectually acknowledge the benefits of diversity and quite another to pursue the hiring of a diverse faculty when geographic location and the experience of the institution work to maintain the status quo.

"Institutional Factors" Summary

The differences between "successful" and "unsuccessful" colleges, as identified, may well be due to other factors. One interesting feature of the data is that the means for "unsuccessful" colleges was closer to the "very strongly agree" pole of the continuum on many of the factors in which a significant difference was found. Indications are that an inconsistency may be present between theory or understanding and policy and practice. Inconsistency in terms of faculty recruitment efforts may be a possibility when Hispanic faculty perceptions, informed by the experience of being the target of recruitment efforts, are recognized as a persuasive argument for suggesting that a contradiction may be in operation at "unsuccessful' colleges.

The findings for "institutional factors" may signal a contradiction or may reflect a provincial outlook. On the other hand it may be that the other factors provide an explanation for the inconsistency. The data suggest awareness on the part of the "unsuccessful" colleges of effective institutional characteristics and practices for recruiting and ultimately hiring of Hispanic faculty. Indications are that administrators in "unsuccessful" colleges believe that their recruitment efforts

are communicating an institutional commitment to diversity. However, Hispanic faculty perspectives and the results of recruitment efforts indicate administrator perceptions and hence recruitment efforts are not congruent. At the same time, the evidence shows that "successful" colleges must be doing something right in terms of hiring if evaluated in terms of the 30% or greater Hispanic representation among faculty. The suggestion that emerges from the data is that "successful" colleges are able to find qualified candidates.

Research Question # 2: What Is The Effect Of "Environmental Factors" On The Successful Institutional Hiring Of Hispanic Faculty In Texas Community Colleges?

The research hypothesis states, "one or more of the 10 measures of the "environmental" factors has a significant effect on the successful hiring of Hispanic faculty in Texas community colleges". Null hypothesis two states, "there is no significant difference between "successful" and "unsuccessful" colleges on any of the 10 measures of "environmental factors" that relate to the successful institutional hiring of Hispanic faculty in Texas community colleges. The null hypothesis was rejected as documented in Table 24. The findings that follow emerged from the extended analysis and the comparison of "regional" and "medium-size" colleges.

Finding # 5- Hispanic Faculty And Hispanic Staff Professionals Are Viewed As Factors In The Recruitment Of Other Hispanics.

This finding focuses on the following measures that were significant in the comparison of "regional" and "medium-size" colleges (a) the "presence of Hispanic faculty", and (b) the "presence of Hispanic staff professionals on search committees".

Indications are that the presence of Hispanic faculty may be a factor although it is not considered an imperative for recruitment purposes. Both Hispanic faculty and Hispanic staff professionals could be positive factors to the degree that they suggest a positive work environment to other potential faculty. The presence of Hispanics in visible faculty and staff professional roles may be an indication of migration from the periphery to the center of the institution's life and hence signal an institutional commitment to diversity.

Summary Of "Environmental" Factors

A suggestion emerging from the data is that some may view these measures of "environmental" factors as prerequisites and hence as structural barriers that result in perpetuating the status quo. However, the data suggest the following possibilities: (a) integrating Hispanics into the decision-making processes may contribute to their becoming effective recruiters, (b) success in hiring is not dependent on the presence of Hispanic faculty or staff professionals on search committees, and (c) these factors could become structural barriers if they are perceived as determinants and keep the institution from implementing effective recruitment programs

Research Question # 3: What Is The Effect Of "Recruitment Factors" On The Successful Institutional Hiring Of Hispanic Faculty In Texas Community Colleges?

The research hypothesis states, "one or more of the 10 measures of the "recruitment" factors has a significant effect on the successful hiring of Hispanic faculty in Texas community colleges". Null hypothesis one states "there is no significant difference between successful and unsuccessful colleges on any of the 10 measures of "recruitment factors" that relate to the successful institutional hiring of Hispanic faculty in Texas community colleges. The null hypothesis was rejected as documented in

Table 24.

Analysis of the data on recruitment factors confirms earlier findings relative to the differences in administrator and faculty perceptions. The pattern was consistent throughout the study. Administrators in "unsuccessful" colleges tended toward a more optimistic view. Hispanic faculty were not as content with the effectiveness of recruitment and hiring practices. Two measures of "recruitment" practices emerged as significant and contribute to the sixth finding.

Finding # 6- Clear Communication Of Intent Is Critical.

Analysis of the data produced significant differences in the means between Hispanic faculty and administrators in "unsuccessful" colleges on the following two measures (a) position descriptions clearly defined and (b) partnerships used in faculty searches. The means for Hispanic faculty were lower on both measures. What administrators believe they are communicating

through these practices is evidently not understood in the same way by Hispanic faculty. This discrepancy has implications for the way position descriptions and partnerships are developed and used. Institutional commitment to diversity, needs, and faculty recruitment efforts, require alignment to facilitate effective communication of intent. Hispanic faculty may view the development and use of position descriptions as barriers and hence practices intended to promote the formation of a homogenous faculty. In addition, indications are that Hispanic faculty and administrators do not view the use of partnerships with business and industry in the same way. Hispanic faculty may view these partnerships as closed networks that ultimately promote exclusion. Recruitment efforts should employ position descriptions and partnerships to communicate the institution's commitment to diversity. Clear communication would benefit all concerned parties.

Summary Of "Recruitment Factors"

The difference between "successful" and "unsuccessful" colleges may be in the ideas that inform recruitment strategies. Achieving faculty diversity requires extraordinary, continuing efforts based on a positive attitude that ethnic minority faculty can be found and hired (Caldwell-Colbert, et al., 1996). The underlying conviction that it is possible to find and hire ethnic faculty, and clear communication of institutional intent may be the difference. Significantly different perspectives have implications for what is done, the extent of the efforts, and the determination that undergirds those efforts.

Section Summary

Indications are that the "unsuccessful" colleges recognize the importance of the factors and believe their recruitment practices are being effectively implemented. However, faculty perceptions and hiring rates of Hispanic faculty contradict this view.

Data analyses suggest that the preceding measures are important in recruiting and hiring Hispanic faculty. However, one limitation of causal-comparative studies is that these can only establish a relationship not necessarily a causal relationship (Gay, 1996, p. 324). Because this writer is aware of the nature of the research, the conclusions reached and the recommendations offered are tentative.

While the numbers of Hispanic Texans earning advanced degrees have increased since 1989, these numbers are not yet at the point where it could be said that the candidate pool is deep. Retention efforts throughout the educational pipeline, if successful, will ultimately make a difference. However, indications are that aggressive recruiting of available qualified Hispanic candidates could make a difference in the current state of affairs.

Recommendations

The purpose of this study is to identify factors associated with the successful hiring of Hispanic faculty in Texas community colleges. Changing demographics and the benefits of diversity suggest that improvement in the rate of Hispanic representation among faculty would be advantageous. While this

writer is well aware of the depth of and the implications of the following recommendations, these are nevertheless offered for consideration.

Recognition of The Value Of Hispanic Faculty Perception

The value of experience cannot be overstated. Hispanic faculty have a wealth of information and ideas relative to effective measures. They have been the target of recruitment efforts and know what communicates well, what works, what is valued by potential Hispanic faculty; on the other side, they know what does not work. The ideas to be shared could prove to be invaluable toward restructuring recruitment efforts. Hispanic faculty could be a source of transformational ideas and effective evaluators of current practices by virtue of their experience with institutional recruitment efforts.

Development Of An Objective Evaluation Process For Recruitment Practices

This recommendation balances the tendency to overestimate the effectiveness of one's efforts. An effective evaluation process would include Hispanic faculty perspectives. It would also involve assessment by Hispanic staff professionals, an advisory committee comprised of Hispanic and minority professionals from the service area, and Hispanic faculty who had been through the recruitment process regardless of final hiring decision.

Recruitment Efforts Led By Hispanic Faculty And Professional Staff

The literature and the study agree on the importance and benefits of having Hispanic faculty and professional staff on search committees. While these are not considered determinants, they are nevertheless important factors. This practice benefits all parties since having Hispanic faculty and staff that are

fully integrated into the decision-making structures sends a positive message to potential candidates. Appropriate training and direction should be provided.

Development Of Effective Communication Processes

Effective communication is critical. The institutional commitment to diversity needs to be clearly communicated throughout all recruitment practices. The process should include review of policies and procedures to align all written communications and networks with the institutional intent. Monitoring and evaluation should include diverse perspectives.

Redistribution Of Hispanic Faculty

Several issues converge at this point (a) the successful hiring rate of Hispanic faculty at some community colleges, (b) the perceived lack of qualified Hispanic faculty, and (c) the apparent valuing of diversity in Texas community colleges. The fact that some colleges are finding qualified candidates seems to negate the argument about the lack of qualified applicants. The problem may be one of distribution. The data show that some have been very successful in hiring Hispanic faculty. Perhaps these have provided opportunities for beginning faculty. In any case, this means that there are many qualified people who happen to be concentrated in certain areas. If diversity is valued, perhaps what is needed is a concerted effort to insure that students at Texas community colleges receive the benefits offered by a diverse faculty. This intensive effort may involve actively recruiting faculty from community colleges that have a greater representation of Hispanic faculty. This action, if successful, could be transformational since an experienced and qualified faculty could conceivably

move into leadership roles. Such actions could make certain institutions more inviting to other prospective faculty. The literature and the findings of this study agree on the importance of the presence of Hispanic faculty and other Hispanic staff professionals in recruiting.

Provision of Monetary Differential For Cultural Relevance

This recommendation takes a page from business and industry and is aligned with the vision for diversity. It follows supply and demand economics. This concept extends beyond racial categorization to recognize the market value of cultural relevance. If it is true, as the literature suggests, that minority faculty are a factor in retention of minority students, and if the reality is that the emerging student body will be primarily minority, logic dictates this type of action. Improved student retention rates could offset the cost associated with this differential. This recommendation addresses the issue of incentives as is often done to attract faculty in high demand disciplines by suggesting a monetary differential.

Development of Commitment To Growing Own Faculty

One of the concerns expressed by some of the more isolated colleges has been their inability to attract qualified candidates. Growing their own may be a partial solution to the constraints imposed by geographic location. Rural colleges may also lack the financial resources to provide the incentives needed to recruit candidates from urban areas. In this case, the commitment to grow one's own may take the form of early identification of potential candidates from the locale, provision of stipends along with a requirement to return to the school as per

agreement, internships under a master instructor of record, and public celebration of these commitments. These arrangements provide mentoring relationships, cultivate public interest, and send positive messages of inclusion.

Extension Of The Range Of Partnerships And Networks

Community college graduates are in every field and all over the country. These alumni associations are excellent contacts and extensive networks. These social networks multiply the contacts for community colleges. In addition, the business people and professionals within those organizations provide excellent opportunities for partnerships. The demographic changes are also taking place in the entire country. This means that connecting with alumni associations could produce possible connections with a diverse and educated, professional workforce.

Provision For Training On Development And Use Of Position Descriptions

One of the issues that emerged from the study is the possibility that Hispanic faculty perceive position descriptions as being used to exclude potential candidates. This proposal is to provide training on development and use of position descriptions designed to help people understand the dimensions of inclusion. Students are entitled to the best instruction, and no one is interested in hiring unqualified faculty. The point is developing position descriptions that are not subjective or tailored to a select few.

Additional studies

Several ideas have emerged as a result of this study. The following suggestions for additional studies are offered.

1. Research on the relationship between availability and accessibility could be helpful since a belief that qualified faculty are not available is a factor in recruiting and hiring Hispanic faculty.
2. An examination of the issue of diversity at institutions that are at the opposite extremes is suggested. If diversity is important at all-white colleges, is it also equally important at colleges that are primarily Hispanic? It would seem that if diversity is valued, then to be consistent, it must be valued in all settings.
3. An investigation as to whether there is a relationship between the influence of expectations on recruitment practices and the results of those recruitment and hiring practices should be conducted.
4. Research to examine student achievement at colleges that have primarily Hispanic faculty should be undertaken. If there are questions regarding the qualifications and unimpressive credentials of Hispanic faculty, then it follows that such an examination would be helpful.
5. The effect of partnerships with business and industry on hiring of minority faculty requires examination.

Contributions To The Body Of Literature

The study has been productive from the standpoint of identifying current recruitment practices and hiring patterns in Texas community colleges. It also makes the following contributions to the body of literature.

1. This study provides some insight into the sociological patterns that influence the relationship of Hispanics to higher education in Texas.
2. This project sheds some light on the underlying issues that inform recruitment and hiring practices in Texas community colleges.
3. It provides insights into the current status of Hispanic faculty in Texas community colleges.
4. Some suggestions are offered to community colleges interested in improving the representation of Hispanics among their faculty.
5. It identified several possibilities for additional study.

Concluding Thought

Hiramoto (1996) in citing Stein & Caruso, concludes "Because it is ultimately a transaction between individuals each recruitment process is unique; its failures and successes always differ in particulars, if not in kind. That there is not one successful method which would apply to all situations is perhaps the most frustrating aspect of recruitment " (p. 115).

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Appendix A
Texas Community College Survey of Faculty Recruitment Practices
Institutional Survey

The purpose of the study is to examine factors associated with the successful recruitment and hiring of Hispanic faculty in Texas community colleges. Your participation is invited and is strictly voluntary. You may expect to take 15-20 minutes to complete the survey. These items are strictly confidential and for research purposes only.

Please feel free to contact the researcher should you have any questions regarding this research project. Contact information is provided on the last page of this instrument.

Any questions regarding your rights as a research subject may be addressed to the Texas A & M University- Corpus Christi Institutional Review Board. All research projects that are carried out by investigators at Texas A & M University- Corpus Christi are governed by the requirements of the university and the federal government.

SECTION I: DEMOGRAPHIC INFORMATION

1. What is your job title? ___ President ___ Dean ___ Affirmative Action Officer ___ Vice-President ___ Chief Personnel Officer ___ Other (_____)

2. What is your ethnicity? ___ Asian or Pacific Islander ___ American Indian/ Alaskan Native ___ White Non-Hispanic ___ Black Non-Hispanic ___ Hispanic ___ Other (_____)

3. What is your gender? ___ Male ___ Female

SECTION II: INSTITUTIONAL FACTORS

This section reviews institutional factors that may impact Hispanic faculty recruitment and hiring. Please circle the scale number that most closely matches your perception of the degree to which the following factors affect the successful recruitment of Hispanic faculty at your institution.

	Very Strongly Agree 7	Strongly Agree 6	Agree 5	Undecided/ Can't Say 4	Disagree 3	Strongly Disagree 2	Very Strongly Disagree 1
1. The recruitment process communicates a sense of institutional commitment to diversity at the highest levels.	7	6	5	4	3	2	1
2. The Dean or other administrator meets with the search committee at the beginning of the process to reiterate the importance of inclusion.	7	6	5	4	3	2	1
3. Ethnic composition of institutional hierarchy is a factor in recruiting Hispanic candidates.	7	6	5	4	3	2	1
4. The institutional commitment for faculty diversity is reflected in on-going recruitment efforts.	7	6	5	4	3	2	1
5. The institution uses networks and personal contacts in aggressively seeking well-qualified Hispanic faculty candidates.	7	6	5	4	3	2	1

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6.	Qualified prospective Hispanic faculty are not available.	7	6	5	4	3	2	1
7.	Affirmative action requirements significantly raise the cost of faculty searches.	7	6	5	4	3	2	1
8.	The institution is committed to having Hispanic representation among its faculty that reflects the composition of the service area.	7	6	5	4	3	2	1
9.	Minority students are the only ones who benefit from having a diverse faculty.	7	6	5	4	3	2	1
10.	All students benefit from having a diverse faculty.	7	6	5	4	3	2	1
11.	The institution identifies the top 25% of candidate pool and reviews how well the applicants' experience and commitment to diversity can contribute to the institution's diversity goal.	7	6	5	4	3	2	1
12.	There is racial conflict at this institution.	7	6	5	4	3	2	1
13.	Faculty of different racial/ ethnic origins communicate with one another.	7	6	5	4	3	2	1
14.	There is incentive to hire Hispanic faculty.	7	6	5	4	3	2	1
15.	The institution keeps faculty candidate pools open until minority candidates with appropriate credentials are found.	7	6	5	4	3	2	1

SECTION III: ENVIRONMENTAL FACTORS

This section reviews environmental factors that may have an impact on Hispanic faculty recruitment and hiring. Please circle the scale number that most closely matches your perception of the degree to which the following factors affect the successful recruitment of Hispanic faculty at your institution.

Very Strongly Agree	Strongly Agree	Agree	Undecided/ Can't Say	Disagree	Strongly Disagree	Very Strongly Disagree
7	6	5	4	3	2	1

16.	Information packets mailed to Hispanic faculty candidates also include brochures about the campus and local community.	7	6	5	4	3	2	1
17.	The institution's geographic location is a factor in recruitment of Hispanic candidates.	7	6	5	4	3	2	1
18.	The service area's racial/ ethnic composition is a factor in recruiting Hispanic faculty.	7	6	5	4	3	2	1
19.	The absence of a Hispanic population in the local community is a common reason why prospective Hispanic faculty do not respond to job openings at this institution.	7	6	5	4	3	2	1
20.	Current economic constraints make it difficult to hire additional Hispanic faculty	7	6	5	4	3	2	1
21.	The presence of Hispanic faculty in the institution is a factor in the recruitment of other Hispanic faculty candidates.	7	6	5	4	3	2	1
22.	The presence of other institutional Hispanic staff professionals on search committees is a factor in recruiting Hispanic faculty candidates.	7	6	5	4	3	2	1
23.	Hispanic faculty have difficulty fitting in socially with the area community.	7	6	5	4	3	2	1
24.	Hispanic faculty tend to leave for more attractive positions.	7	6	5	4	3	2	1
25.	Prospective qualified Hispanic faculty prefer employment in business and industry to employment at this institution.	7	6	5	4	3	2	1

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SECTION IV: RECRUITMENT FACTORS

This section reviews environmental factors that may have an impact on Hispanic faculty recruitment and hiring. Please circle the scale number that most closely matches your perception of the degree to which the following factors affect the successful recruitment of Hispanic faculty at your institution.

	Very Strongly Agree 7	Strongly Agree 6	Agree 5	Undecided/ Can't Say 4	Disagree 3	Strongly Disagree 2	Very Strongly Disagree 1
26. The recruitment process recognizes the value of non-academic experience.	7	6	5	4	3	2	1
27. The recruitment process uses clear position descriptions that include minimum qualifications and experience desired.	7	6	5	4	3	2	1
28. The search process utilizes minority media.	7	6	5	4	3	2	1
29. The recruitment process uses partnerships with business and industry to seek out potential minority candidates.	7	6	5	4	3	2	1
30. Hispanic faculty membership on search committees is a factor in recruiting Hispanic candidates.	7	6	5	4	3	2	1
31. A factor in recruiting Hispanic candidates is having professionals from the service area on search committees.	7	6	5	4	3	2	1
32. Pre-determined selection criteria are used to rate applications on minimum and preferred qualifications.	7	6	5	4	3	2	1
33. The process is focused on finding the best qualified faculty candidate.	7	6	5	4	3	2	1
34. Search committees reach consensus early in the process on how different qualifications will be weighted.	7	6	5	4	3	2	1
35. Hispanic faculty are not available in arts and science fields.	7	6	5	4	3	2	1

SECTION V: ADDITIONAL COMMENTS:

The principal investigator will respond to any questions. Contact information for principal investigator and co-investigator follows:

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Appendix B
Texas Community College Survey of Faculty Recruitment Practices
Faculty Survey

The purpose of the study is to examine factors associated with the successful recruitment and hiring of Hispanic faculty in Texas community colleges. Your participation is invited and is strictly voluntary. You may expect to take 15-20 minutes to complete the survey. These items are strictly confidential and for research purposes only. Please feel free to contact the researcher should you have any questions regarding this research project. Contact information is provided on the last page of the instrument.

Any questions regarding your rights as a research subject may be addressed to the Texas A & M University- Corpus Christi Institutional Review Board. All research projects that are carried out by investigators at Texas A & M University- Corpus Christi are governed by the requirements of the university and the federal government.

SECTION I: DEMOGRAPHIC INFORMATION

1. What is your ethnicity? _ Asian or Pacific Islander _ American Indian/ Alaskan Native _ White Non-Hispanic
   _ Black Non-Hispanic _ Hispanic _ Other (_____)

2. What is your gender? ___ Male ___ Female

3. Does your institution offer tenure? ___ Yes ___ No

4. Do you have tenure? ___ Yes ___ No

5. What is the highest degree that you have earned?
   __ Associates __ Masters __ Bachelors __ Doctorate

6. How many years have you taught in higher education?
   __ 0-5 __ 6-10 __ 11-15 __ 16-20 __ 21-25 __ 26 +

7. What is (are) your teaching field (s)?

__ Agriculture/ Natural Science	__ Foreign Languages	__ Mathematics
__ Agriculture/ Environmental Design	__ Health Sciences	__ Physical Science
__ Business and Management	__ Home Economics	__ Protective Services
__ Communication Technologies	__ Humanities	__ Psychology
__ Computer Information Systems	__ Law	__ Public Affairs & Social Work
__ Engineering/ Related Technologies	__ Liberal & General Studies	__ Social Sciences
__ Fine and Applied Arts	__ Life Science	__ Other (_____)

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SECTION II: INSTITUTIONAL FACTORS

This section reviews institutional factors that may affect Hispanic faculty recruitment and hiring. Please circle the scale number that most closely matches your perception of the degree to which the following factors affect the successful recruitment of Hispanic faculty at your institution.

Very Strongly Agree 7	Strongly Agree 6	Agree 5	Undecided/ Can't Say 4	Disagree 3	Strongly Disagree 2	Very Strongly Disagree 1

1.	The recruitment process communicates a sense of institutional commitment to diversity at the highest levels.	7	6	5	4	3	2	1
2.	The Dean or other administrator meets with the search committee at the beginning of the process to reiterate the importance of inclusion.	7	6	5	4	3	2	1
3.	Ethnic composition of institutional hierarchy is a factor in recruiting Hispanic faculty candidates.	7	6	5	4	3	2	1
4.	The institutional commitment to faculty diversity is reflected in on-going recruitment efforts.	7	6	5	4	3	2	1
5.	The institution uses networks and personal contacts in aggressively seeking well-qualified Hispanic faculty candidates.	7	6	5	4	3	2	1
6.	Qualified prospective Hispanic faculty are not available.	7	6	5	4	3	2	1
7.	Affirmative action requirements significantly raise the cost of faculty searches.	7	6	5	4	3	2	1
8.	The institution is committed to having Hispanic representation among its faculty that reflects the composition of the service area.	7	6	5	4	3	2	1
9.	Minority students are the only ones who benefit from having a diverse faculty.	7	6	5	4	3	2	1
10.	All students benefit from having a diverse faculty.	7	6	5	4	3	2	1
11.	The institution identifies the top 25% of candidate pool and reviews how well the applicants' experience and commitment to diversity can contribute to the institution's diversity goal.	7	6	5	4	3	2	1
12.	There is racial conflict at this institution.	7	6	5	4	3	2	1
13.	Faculty of different racial/ ethnic origins communicate with one another.	7	6	5	4	3	2	1
14.	There is incentive to hire Hispanic faculty.	7	6	5	4	3	2	1
15.	The institution keeps faculty candidate pools open until minority candidates with appropriate credentials are found.	7	6	5	4	3	2	1

SECTION III: ENVIRONMENTAL FACTORS

This section reviews environmental factors that may have an impact on Hispanic faculty recruitment and hiring. Please circle the scale number that most closely matches your perception of the degree to which the following factors affect the successful recruitment of Hispanic faculty at your institution?

Very Strongly Agree 7	Strongly Agree 6	Agree 5	Undecided/ Can't Say 4	Disagree 3	Strongly Disagree 2	Very Strongly Disagree 1

16.	Information packets mailed to Hispanic faculty candidates also include brochures about the campus and local community.	7	6	5	4	3	2	1
17.	The institution's geographic location is a factor in recruitment of Hispanic candidates.	7	6	5	4	3	2	1
18.	The service area's racial/ ethnic composition is a factor in recruiting Hispanic faculty.	7	6	5	4	3	2	1

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19. The absence of a Hispanic population in the local community is a common reason why prospective Hispanic faculty do not respond to job openings at this institution.	7	6	5	4	3	2	1
20. Current economic constraints make it difficult to hire additional Hispanic faculty.	7	6	5	4	3	2	1
21. The presence of Hispanic faculty in the institution is a factor in the recruitment of other Hispanic faculty candidates.	7	6	5	4	3	2	1
22. The presence of other institutional Hispanic staff professionals on search committees is a factor in recruiting Hispanic faculty candidates.	7	6	5	4	3	2	1
23. Hispanic faculty have difficulty fitting in socially with the area community.	7	6	5	4	3	2	1
24. Hispanic faculty tend to leave for more attractive positions.	7	6	5	4	3	2	1
25. Prospective qualified Hispanic faculty prefer employment in business and industry to employment at this institution.	7	6	5	4	3	2	1

SECTION IV: RECRUITMENT FACTORS

This section reviews recruitment factors that may have an impact on Hispanic faculty recruitment and hiring. Please circle the scale number that most closely matches your perception of the degree to which the following factors affect the successful recruitment of Hispanic faculty at your institution?.

Very Strongly Agree	Strongly Agree	Agree	Undecided/ Can't Say	Disagree	Strongly Disagree	Very Strongly Disagree
7	6	5	4	3	2	1

26. The recruitment process recognizes the value of non-academic experience.	7	6	5	4	3	2	1
27. The recruitment process uses clear position descriptions that include minimum qualifications and experience desired.	7	6	5	4	3	2	1
28. The search process utilizes minority media.	7	6	5	4	3	2	1
29. The recruitment process uses partnerships with business and industry to seek out potential minority candidates.	7	6	5	4	3	2	1
30. Hispanic faculty membership on search committees is a factor in recruiting Hispanic candidates.	7	6	5	4	3	2	1
31. A factor in recruiting Hispanic candidates is having professionals from the service area on search committees.	7	6	5	4	3	2	1
32. Pre-determined selection criteria are used to rate applications on minimum and preferred qualifications.	7	6	5	4	3	2	1
33. The process is focused on finding the best qualified faculty candidate.	7	6	5	4	3	2	1
34. Search committees reach consensus early in the process on how different qualifications will be weighted.	7	6	5	4	3	2	1
35. Hispanic faculty are not available in arts and science fields.	7	6	5	4	3	2	1

SECTION V: ADDITIONAL COMMENTS:

The principal investigator will respond to any questions. Contact information for principal investigator and co-investigator follows:

Principal investigator:
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APPENDIX C

Institution	Total Faculty	Hispanics	% Hisp Fac	% Hisp Enrolled
El Paso	1,158	538	46.5%	83.2%
South Texas	517	245	43.4%	95.0%
Laredo Community College	292	204	69.9%	95.5%
San Antonio College- ACCD	948	177	18.7%	51.0%
Texas Southmost College	363	166	45.7%	93.5%
Del Mar College	572	140	24.5%	52.7%
Austin Community College	1,426	129	9.0%	19.8%
St. Philip's- ACCD	472	112	23.7%	50.0%
Houston College System	1,655	107	6.5%	24.5%
Palo Alto College- ACCD	334	101	30.2%	67.7%
TSTC Harlingen	164	83	50.6%	87.0%
Southwest Texas Jr. College	187	77	41.1%	75.1%
Coastal Bend College	164	40	24.4%	59%
Northwest Vista- ACCD	136	35	25.7%	40.9%
Richland College	663	34	5.1%	12.6%
Eastfield College	458	32	7.0%	16.3%
Collin County CCD	695	23	3.3%	6.9%
SJCCD Central Campus	432	23	5.3%	23.4%
Brookhaven College	463	22	4.8%	16.9%
El Centro College	315	19	3.8%	19.8%
Mountain View College	286	19	6.6%	33%
North Lake College	373	19	5.0%	13.5%
TCCD Southeast Campus	294	18	6.1%	9.8%
SJCCD North Campus	265	17	6.4%	27.6%
TCCD Northwest Campus	272	17	6.2%	19.2%

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Institution	Total Faculty	Hispanics	% Hisp Fac	% Hisp Enrolled
Galveston College	149	16	10.7%	22.0%
North Harris (NHMCCD)	525	16	0.3%	20.7%
Central Texas College	358	15	4.2%	14.6%
South Plains College	351	15	4.2%	25.2%
TCCD Northeast Campus	427	15	3.5%	8.2%
Lee College	379	14	3.7%	19.0%
McLennan	295	14	4.7%	11.6%
Midland College	252	14	5.5%	25.4%
Odessa College	269	14	5.2%	14.4%
Blinn College	466	13	2.8%	9.1%
College of the Mainland	223	12	5.4%	15.8%
SJCCD South Campus	247	12	4.9%	19.0%
Montgomery (NHMCCD)	269	11	0.4%	7.7%
Tomball College (NHMCCD)	250	10	4.0%	9.4%
TCCD South Campus	340	10	2.9%	12.3%
TSTC Waco	255	10	3.9%	11.3%
Amarillo College	428	9	2.0%	17.9%
Kingwoord (NHMCCD)	246	9	3.7%	8.4%
Victoria College	203	9	4.4%	27.4%
Temple College	195	8	4.1%	12.8%
North Central Texas	250	7	0.2%	5.9%
TSTC Sweetwater	97	7	7.2%	19.7%
Tyler Junior College	486	7	1.4%	4.1%
Wharton County College	222	7	3.1%	19.6%
Alvin Community College	219	6	2.7%	16.0%
Cedar Valley College	155	6	3.9%	8.6%

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Institution	Total Faculty	Hispanics	% Hisp Fac	% Hisp Enrolled
TSUS Lamar Institute	128	5	3.9%	4.0%
Frank Phillips College	101	4	3.8%	10.5%
Paris Junior College	167	4	2.4%	2.9%
Vernon Regional Jr .College	135	4	3.2%	10.3%
Brazosport College	189	3	1.6%	22.8%
Cisco Junior College	147	3	2.0%	13.4%
Grayson County College	172	3	1.7%	3.0%
Hill College	155	3	1.9%	8.0%
Howard College	139	3	2.1%	26%
Texarkana College	173	3	1.7%	1.5%
Angelina College	278	2	0.0%	7.8%
TSUS Lamar State Orange	98	2	2.0%	1.5%
Weatherford College	148	2	1.3%	2.6%
Clarendon College	79	1	1.2%	9.0%
Kilgore College	206	1	0.4%	2.8%
Navarro College	254	1	0.3%	7.6%
Northeast Texas	117	1	0.8%	5.8%
Trinity Valley	203	1	0.4%	5.0%
Western Texas College	70	1	1.4%	14.7%
Howard Institute for Deaf	14	0	0.0%	30.7%
Panola College	103	0	0.0%	3.0%
Ranger College	64	0	0.0%	12.5%
TSTC Marshall	38	0	0.0%	2.8%
TSUS Lamar Port Arthur	134	0	0.0%	7.3%

Note: Hisp = Hispanic; % Hisp Fac= Percent Hispanic faculty; % Hisp Enrolled = Percent of Hispanic enrollment

VITA

Santos Martinez, Jr.

Educational Background

Texas A & M University -Corpus Christi — Texas A & M University- Kingsville

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